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ABSTRACT

Intended to aid Oklahoma secondary school teachers of business education with their daily and long-range planning, this curriculum guide covers instruction in the following subject areas: general business, business English, economics, consumer economics, typewriting I and II, shorthand I and II, business machines, business mathematics, accounting I and II, and data processing. For each of these courses a goal is stated, and the content outline with objectives, activities, evaluation, and/or recommendations is presented in chart form, followed by a bibliography. Organized as a series of questions, a checklist on professionalism is provided for the teacher, focusing on the spheres of teaching, relationships with students inside and outside the classroom, relationships with colleagues, professional organizations, research and writing, constructive evaluation of educational systems, and relationships with the community. Other checklists deal with teacher education, outlining the competencies and the exposure to knowledge expected of a graduate of a teacher-training institution. Specific methods of teaching accounting, shorthand, typewriting, and general business are discussed, and bibliographies are included for each. (ELG)

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BUSINESS EDUCATION
IN
OKLAHOMA

A Guide for Teachers
to Motivate Students Toward
Improved Business Education

Prepared by
STATE COMMITTEE FOR BUSINESS EDUCATION
under the auspices of

OKLAHOMA CURRICULUM IMPROVEMENT COMMISSION
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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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OKLAHOMA STATE DEPARTMENT OF EDUCATION
Leslie Fisher, Superintendent

1975

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FOREWORD

An education designed to promote effective participation in American life should place considerable emphasis on the practical aspects of business education basic to individual, family, and community living. Business education teachers have a responsibility to provide opportunities for students to acquire knowledge and skills necessary to adequately function in the business world. The world of business plays a dominant role in the lives of all citizens.

There is no single prescription for those charged with the responsibility for the curriculum in business education. To a large portion of our population, it represents a source of employment, income, and financial security. To an even greater number of people, it represents the source of goods and services used in their day-to-day lives. A strong program of business education makes an important contribution to the comprehensive curriculum and provides opportunity for the maximum development of each student.

The State Department of Education gratefully acknowledges the contribution of the members of the State Business Education Committee for their time and effort given in the development of this material. They are to be commended for their constructive work. The suggestions made here are intended only as guidelines. I am confident that the excellent materials included in this handbook will be of great value to all schools of the state.

Leslie Fisher
State Superintendent

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PHILOSOPHY

Business Education encompasses the study of both vocational and non-vocational business activity, its primary purpose being to aid students to understand, appreciate, and function successfully within the framework of American business. It provides for the study of concepts, mastery of skills, and development of attitudes that not only eliminate economic illiteracy, but allows students to become productive workers, intelligent consumers, responsible citizens, and enthusiastic promoters of the free enterprise system in a constantly changing society.

The Business Education teacher should provide information, serve as an effective model of desirable techniques, and demonstrate empathic concern for students. It is also the responsibility of the Business Education teacher to grow professionally, keep abreast of changes which affect the profession, and to seek opportunities to explain, defend, improve, and promote the study of business in so far as such endeavor assists an individual to develop understandings, attitudes, skills, ideals, motivations, and behavior changes as needed for the democratic solution of personal, social, economic, and civic problems of the home, the community, the state, the nation, and the world.

GOALS

To assist students in developing a basic understanding of our economic system.

To provide students with the opportunity to demonstrate and improve knowledges, fundamental skills, and manipulative abilities.

To create an interest and desire on the part of students to enter the business world.

To assist students in becoming responsible citizens with an appreciation for the dignity of work

To assist students in learning what are commonly accepted as desirable character traits and work habits in the business world.

To assist students in developing and refining desirable character traits and work habits.

To encourage students in learning to think, plan, evaluate, and choose.

INTRODUCTION

In an ever-increasing, complex, business and economic environment, business education must take on ever-increasing, complicated responsibilities. Business education must and will play a key role in future developments of our society both in an educational sense and in a business and economic sense.

In a recent statement, the Policies Commission for Business and Economic Education[1] pointed out the identified need for business education in meeting the purposes of education in America and that business education could achieve its goals through

1. Specialized instruction to prepare students for careers in business.
2. Fundamental instruction to help students assume their economic roles as consumers, workers, and citizens.
3. Background instruction to assist students in preparing for professional careers requiring advanced study.

In further elaboration, the Commission stated

WE BELIEVE THAT

1. Business education is an effective program of occupational instruction for secondary students desiring careers in business.
2. Business education has an important contribution to make to the economic literacy of all secondary school students.
3. Business education is desirable for students who plan programs requiring postsecondary and higher education in the field of business.

This curriculum guide should be an invaluable aid to Oklahoma teachers as they make their contributions to the achievement of our goals and responsibilities. The guide contains helpful information including content outlines, learning objectives, suggested activities, and recommendations in each of the various business subject areas. In addition, there is a section devoted to teaching methodology in the major areas. Much specific information is provided that should be valuable in day-to-day planning as well as more general information, helpful in making long range plans. The guide should be considered as an introduction to the subjects considered and not an exhaustive treatment. Hopefully it will be helpful.

-- Dr. Lloyd Garrison
Oklahoma State University

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[1] This We Believe About Business Education in the Secondary School, A Statement by the Policies Commission for Business and Economic Education, 1971

General Business

GOAL: To develop in the student a knowledge of business activities which affect every citizen, an ability to improve his skill as a consumer, a minimum level of competence in computational skills, and an understanding and appreciation of the economic concepts of our free enterprise system.

OUTLINE OF CONTENT	OBJECTIVES
I. OUR ECONOMIC WORLD	The General Business student will:
A. Economic Needs and Wants	explain what economic decisions are and how they affect our economy recognize the difference between wants and needs and the effects of each on one's economic decisions
B. Our Economic System	recognize the meaning of economics and the basic economic questions all societies must answer identify the properties and differences of capitalism, socialism, and communism
C. Changes in Our Economy	explain the meaning of GNP and how it is measured recognize per capita output and its effect upon GNP compare productivity and styles of living and how the two are interrelated
D. Citizenship Responsibilities	demonstrate awareness that the freedoms enjoyed under our economic system are accompanied by responsibilities explain in how economic growth affects the future lives of high school students
II. AMERICAN BUSINESS	
A. Business and the U.S. Economy	recognize that most goods and services are supplied by businesses and that utilities are added recognize the importance of activities performed by businesses explain the terms relative to business activities

ACTIVITIES	EVALUATION
Take a classroom vote to illustrate the necessity of economic decisions. Example: Ask students to name several brands of soft drinks, candy, gum, etc. From these lists have students vote for their favorite type in each category. Put a limit (depending on size of class) on how many items the class could afford to buy in each category in order to stock a store. Some of the favorites would be eliminated, thus illustrating why some products are taken off the market Arrange for a speaker from a local welfare agency to talk about the difference between the subsistence level of living and that of the average middle class. Emphasize the difference between needs and wants	Field trip to a manufacturing plant, with a written evaluation of the plant from each student Short essay test discussing how economic decisions affect our economy Vocabulary test over definitions relative to needs and wants
Discuss jobs and job opportunities, comparing capitalism, socialism, and communism. (Use films if available.) Discuss competition among U.S. businesses as presented through advertising	Essay test comparing rights in the U.S. with those in a communist country Case studies with simulated T.V. commercials; students are to indicate their choices of new or made-up products and services and give reasons for their choices.
Use films showing different styles of living around the world and the different economic levels within the U.S. Use student cross-section survey of goods bought by teenagers. Discuss results and how they influence our economy Survey different types of businesses. Ask managers and/or owners to indicate by age group the main buyers of specified goods. Classroom discussion concerning the results	Divide class into groups, each at a different level of income. Have each group write and/or present orally the items it would purchase, in order of priority. Essay test on GNP and per capita output
Have students read and report orally on magazine and newspaper articles dealing with current environmental problems and civic duties in the U.S. Classroom discussion on the responsibilities citizens have both individually and collectively, concerning these problems and duties	Written discussion requiring each student to list five citizenship responsibilities and how he can fulfill them.
Field trip (or film) to a plant which takes raw materials and adds form utility to them Field trip (or film) to a marketing department Invite a middleman to speak to the class about his work	Essay test requiring each student to pick a raw material and follow it step by step to a finished product and then to the consumer

OUTLINE OF CONTENT	OBJECTIVES
B. The Organization of Businesses	compare the principles, likenesses, and differences of the basic types of businesses be familiar with the issuance of common stock and dividends
C. Technology in Our Economy	recognize that machines are not a threat to workers and that jobs are changing, not decreasing be familiar with technological advancements, division of labor, and how they affect mass production
III. THE CONSUMER AND U.S. BUSINESS	
A. The Marketing of Goods and Services	identify the channels of distribution list the different types of stores
B. How Incomes Are Spent	be aware of different spending patterns in different income groups define take-home pay, money income, and real income
C. Problems in Buying	recognize that "value" is determined on an individual basis be aware of conspicuous consumption and its disadvantages explain how advertising can both help and confuse the consumer
D. Wise Consumership	be familiar with the rules of buying and their importance to the consumer list varied meanings of the word "sale"

ACTIVITIES	EVALUATION
Use a field trip to one or more businesses to see how they are organized Organize class as a corporation and have it operate for a week or two, issuing and selling stock, paying dividends, holding Board of Directors meetings, etc.	Essay test requiring each student to begin a proprietorship and build it into a partnership and then into a corporation Research paper on common stock
Discuss conditions in a business 50 years ago with those of today, according to the types of jobs available and how the work was accomplished Use a field trip or film on computers and how they help production	Research paper on division of labor in a specific company Evaluate oral report given by each student to the class on the uses of computers in business today.
Ask the class to set up a shopping center containing different types of stores and let the students experience why some stores do better business in some situations than do others Use a film or field trip to a local wholesale distributor	Written discussion requiring each student to follow a product through a short and a long channel of distribution Classification test requiring students to identify local businesses according to type, such as single-line, variety, etc.
Divide class into "households," each with a different amount of income, some fixed and some varying. Appoint a head of each household to distribute money to each member, who will keep a record of how much and for what the money is spent	Short-answer quiz over types of income and the spending habits of different income groups
Give a list of goods and services to each student and have him select the items he considers most valuable to him. Have students compare and discuss the results. Have each student choose a car, new or used, that he would like to buy. Any extras desired should be itemized. Determine the total cost and what future expenses will be involved, such as insurance, gasoline, oil, etc.	Essay test on the relationship between amount of income and resulting spending habits
Have students collect printed advertisements and to jot down T.V. and radio advertisements. Discuss these and try to determine which sales are genuine and which ads contain "puff" statements Organize the class into committees and assign each group a particular area of buying, such as housing, food, clothing, etc. Have each group write a buying guide for classroom distribution and discussion. Utilize current periodicals	Short-answer test requiring students to write a summary of rules for wise buying Vocabulary test requiring students to define the various types of sales

OUTLINE OF CONTENT	OBJECTIVES
E. Consumer Rights	be familiar with the rights of a buyer and the recourses available if these rights are violated be familiar with desirable characteristics of guarantees and titles realize why business should be conducted with reputable merchants only
IV. BANKING AND MONEY PAYMENTS	
A. Introduction to Banking	explain why banks expect to earn profits be aware of the purpose of the Federal Reserve System, that banks operate under state and national banking laws, and that they are subject to rigorous inspections
B. Services Provided by Banks	list the valuable financial services that banks provide to customers
C. Using a Checking Account	make intelligent use of checking account services
D. Special Means of Making Payments	list ways of making payments other than through one's checking account

ACTIVITIES	EVALUATION
Have each student write a guarantee for a good or service and see if the other students would want or accept this guarantee Have students draw up titles and deeds and transfer them to one another. Have a few students realize that they did not receive clear titles and have them take their complaints to a small claims court which has been set up in the classroom Have each student write a letter reporting a consumer problem to the Better Business Bureau or the State Bureau of Consumer Affairs Obtain film from the Better Business Bureau which explains their purpose	Research paper on one or more of the consumer protection agencies Essay test requiring students to list their rights as buyers and to stress the points which they think are especially important, and what recources they would have if their buying rights are violated
Assign a panel of students to prepare an oral report on the origin and history of banking	True-false test involving the understanding of the uses of a bank's earnings and the difference between state, national, and Federal Reserve banks
Show the sound-color filmstrip, "You and Your Community Bank," which may be obtained from your local bank Assign three groups of two students each to secure and report to the class information concerning three different banks and their organization, purpose, services, dividend rates, and service charges. They should also obtain samples of checks, deposit slips, receipts or passbooks, signature cards, and other forms relating to banking services	Vocabulary test containing terms relative to banking services Performance test involving deposits and withdrawals and the resultant bank balance
Invite a local banker to explain procedure used by local banks in clearing checks. Allow a question-answer period, which should also be used to obtain information about career opportunities, requirements, and experience in the field of banking	Short-answer test over terminology and proper use of checking accounts Performance test requiring the writing of checks and the preparation of a bank reconcilation Identification test over the different methods of endorsement
Assign a committee to obtain sample forms of special means of payments from the bank, post office, and a retail store. Have the committee prepare an exhibit of these forms	Matching test involving the difference between and proper use of the special means of making payments

OUTLINE OF CONTENT	OBJECTIVES
V. THE WISE USE OF CREDIT	
A. Charge It!	explain why individuals, businesses, and governments borrow money, and recognize that credit is of mutual value to both buyer and seller realize that credit is an act of faith and trust in a promise to pay, and be aware of the proper use of credit
B. Types of Sales Credit	identify the types of sales credit plans, along with their advantages and disadvantages compare sales and loan credit
C. Borrowing through Loans	identify the sources, basic differences, and costs of consumer loans calculate interest on loans for different rates and time periods
D. Installment Buying	know the pros and cons of installment buying; i.e., its costs and contract terms
E. Your Credit Record	realize how one's credit rating is determined, and be aware of the work of credit reporting agencies recognize the importance of keeping records of purchases in a safe place until they are no longer needed
VI. INSURANCE	
A. Sharing Economic Risks	recognize the reasons for insurance being the most effective means available for off-setting financial losses that might happen explain how the cost of insurance is determined and how it may be purchased

ACTIVITIES	EVALUATION
Assign students to interview people such as the manager of a credit union, the credit manager of a large store, or a representative of a collection agency. Have the students report their findings to the class Assign the following problem situation: Suppose that you and your parents decide to open a concession stand near your school. Since many students will ask to charge their purchases, make up a set of rules for extending credit to your teenage customers	Short-answer test requiring the listing of at least five guidelines for using credit
Assign students to explain the kinds of credit plans used locally by merchants Discuss the matter of unsolicited credit cards	Vocabulary test over terms identifying the different types of sales credit Objective test requiring the listing of the advantages and disadvantages of at least two different sales credit plans
Assign students to make a survey of community sources for borrowing money and to find out the requirements a person needs to meet in order to qualify for a loan Have students team up and negotiate a loan, handling all papers, records of payment, etc.	Matching test involving terms and statements relative to borrowing money Performance test concerning the determination of maturity dates and interest rates
Discuss actual newspaper advertisements that offer goods for sale on the installment plan. Students should bring newspaper clippings to class	Essay test over the Truth-in-Landing Act and the two types of installment credit
Assign a committee to visit a local credit bureau and to report their findings to the class	Objective test concerning business forms used in credit transactions Essay test explaining the three C's of credit from the businessman's point of view in granting credit
Assign a committee to give an oral report on the early history and development of insurance Have students cite actual examples in which someone suffered an economic loss. Discuss the estimated amount of coverage needed and the type of insurance required Present information regarding the regulation of insurance prices and practices. Obtain information from the State Commissioner of Insurance	Short-answer test involving problem situations in need of correct insurance information

OUTLINE OF CONTENT	OBJECTIVES
B. Automobile Insurance	know the differences between the kinds of insurance that cover bodily injury and property damage
C. Home Insurance	be aware of the need for property insurance and of the importance of personal liability insurance
D. Life Insurance	identify the basic kinds of insurance policies
E. Income Security Insurance	realize the benefits of social security, pensions, unemployment insurance, etc., and the circumstances under which protection may be provided by each
F. Health Insurance	differentiate among the basic kinds of health insurance plans and their varied services
VII. SAVINGS AND INVESTMENTS	
A. Savings Accounts	realize the importance of having a personal savings account
B. Investing in a Home	recognize the economic benefits and risks involved in owning a home
C. Stocks and Bonds	explain how investments in stocks and bonds can become part of an individual's total savings program
D. Investment Clubs and Mutual Funds	compare the similarities and differences between investment clubs and mutual funds

ACTIVITIES	EVALUATION
Invite a highway patrolman to talk to the class about the main causes of automobile accidents, the state's financial responsibility laws, and other pertinent information	Matching test involving the characteristics of bodily and property damage insurance Short-answer test involving problem situations and whether or not benefits will be paid by the insurance company for the type of automobile insurance held by the individual in question
Have students prepare an accurate inventory of items in their families' living rooms Invite a local fireman to present examples of fire hazards in and near the home	Vocabulary test containing terms relative to home insurance
Invite an insurance agent to explain more about the various types of life insurance plans that are available	Multiple-choice test concerning the various basic forms of life insurance
Show films and slide-tape show available on loan from the nearest Social Security office Arrange for students who do not have social security account numbers to apply for their cards Discuss with the class the state's unemployment insurance laws	True-false test involving terms and statements about income security insurance
Appoint a committee to bring to class advertisements and/or actual policies about the different kinds of health insurance	Vocabulary test and/or matching test involving terms relative to health insurance
Invite a local banker to talk to the class about the different types of savings accounts	Short-answer test requiring students to name the different types of savings accounts and determine which pays the largest return
Have students estimate the yearly cost of owning a home and lot in your community using local tax and insurance rates and estimated upkeep Invite a real estate agent to talk to the class about buying a home	Performance test requiring the calculation of the total general cost of owning a home and lot
Have each student "buy" a share of stock and keep a daily record of the quotations as reported in the local newspaper. At the end of two weeks, have each student "sell" his share and report his profit or loss	Crossword puzzle containing terms relative to stocks and bonds
Have a committee report on investment clubs. Use information obtained from the National Association of Investment Clubs Have a representative from a mutual fund explain the various types of funds and the advantages of each	True-false test containing statements relative to investment clubs and mutual funds

OUTLINE OF CONTENT	OBJECTIVES
VIII. MONEY MANAGEMENT	
A. Budgeting and Money Management for the Student	recognize that planning and setting goals are essential to good money management
B. Money Management for the Family	identify factors of wise buying, thereby, enabling one to live within his income
C. Money Values and the Price Level	recognize that money values fluctuate explain why investments should be balanced
IX. COMMUNICATION AND TRANSPORTATION	
A. Communication	be familiar with the different methods of communication
B. Communication through Advertising	recognize the purposes and advantages of mass communications for the consumer
C. Transportation	be familiar with the different methods of transportation
D. Shipping and Postal Services	explain the various means and benefits of mailing letters and packages
X. UNIONS, TAXES, AND OUR GOVERNMENT	
A. Government and Business	recognize the importance of fair business practices in our economic system list basic laws insuring fair business practices

ACTIVITIES	EVALUATION
Have each student keep a record of his expenditures for a stated period of time	Preparation by each student of a personal budget covering expenses and allowances for savings and entertainment
Assign as a class project a visit to at least two different grocery stores to compare prices of various brands of a certain product and to determine unit pricing Discuss the need for and the different types of filing systems	Identification quiz requiring the determination of unit pricing and the most feasible purchase (considering cost, size, quality, brand name, and reputation) Multiple-choice test involving the alphabetical and geographic methods of filing
Have a committee report on the changes in the Consumer Price Index for the past year	Identification test requiring each student to indicate on a list of investments which fare better during inflation and which fare better during deflation
Prepare a collage illustrating the various methods of communication Have students compare the cost of sending a message by various methods of communication Obtain appropriate film from Southwestern Bell Telephone Company	Short-answer test requiring each student to give examples of occasions on which he would use each of the various types of communication
Invite a speaker from a local T.V. or radio station to discuss current local and national advertising costs, along with any policies that must be followed in mass communication.	Essay test requiring comments on the amount of information given in a selected advertisement
Have each student plan a motor trip from his home to Los Angeles. Included should be the necessary motel and/or hotel reservations	Short essay test requiring each student to list the problems involved in making his trip; cost and time elements should be included
Invite a local postman to discuss current issues involving mail, and to illustrate different methods of sending letters and packages	Matching test involving the vocabulary terms
Invite several local businessmen to explain how local, state, and federal regulations affect various phases of their businesses	Short-answer test involving the identification of which types of laws regulate which business practices

OUTLINE OF CONTENT	OBJECTIVES
B. Organized Labor	examine the origin, purpose, and progress of labor unions in the U.S. recognize the advantages and disadvantages of belonging to a union
C. Our Tax System	recognize the necessity of taxes and the services financed through tax programs be familiar with basic income tax laws, technology, and procedures explain why the U.S. has a national debt
D. World Trade	recognize and appreciate the interdependency that exists among the nations of the world
XI. WORKING IN OUR ECONOMY	
A. Job Trends	examine changes in the job market and how to make the best use of these changes recognize the correlation between education and job advancement
B. Planning a Career	acquire information about the skills, training, and personal qualities necessary for a particular occupation recognize that success and happiness are directly related to enjoyment of one's work

ACTIVITIES	EVALUATION
Have a committee report on the history of labor unions. Such factors as working conditions prior to the rise of unions, reforms brought about by unions and the means by which they were accomplished, what unions are trying to do today, and the statistics on union membership should be included Invite several union members (friends or relatives of students) to participate in a panel discussion of the pros and cons of union membership Prepare a graph from statistics in the World Almanac showing employed and unemployed of the civilian work force. (The World Almanac is very helpful in other areas also.)	Vocabulary test containing terms relative to organized labor Objective test requiring students to list a specified number of advantages and disadvantages of union membership Essay test on the influence of organized labor on business
Conduct a bulletin-board project by having each student bring a picture or news item illustrating a service provided through taxation. Each student should tell whether the service is financed by local, state, or federal taxes or a combination thereof Direct students in the reading of material and performing selected activities provided in the "Teaching Taxes" material published by the Internal Revenue Service Organize a classroom debate on the status of the national debt	Multiple-choice and/or short-answer test concerning the basic regulations and terminology of income tax Performance test involving the preparation of a simple income tax return Objective test requiring the listing of a given number of services that are provided through taxation programs Short discussion test requiring each student to state whether he favors maintaining the national debt at its current level, increasing it, or decreasing it and to justify his opinion
Have each student bring to class an item or product that has been produced in another country or contains materials imported to the U.S., and to explain why it or parts of it must be imported	Vocabulary test containing terms relative to world trade Essay test on the necessity of world trade to the U.S. economy
Have students prepare a bulletin-board display with illustrations and depicting jobs where demand is decreasing and jobs where demand is increasing Have a high school drop-out, perhaps a former student, discuss with the class the importance of finishing school	Have students identify from a list of occupations those types of jobs where future demand is likely to increase and those where demand is likely to decrease Essay test requiring discussion of the effect of education upon the future employability of a student
Have each student prepare a notebook about an occupation in which he is particularly interested. Included should be such information as skills, training, and traits required; salary level; job demand; and reasons why the student is attracted to this field. This could be a semester project Have each student in the class who is employed describe his work in relation to duties performed, likes and dislikes for the job, how this experience can be of use in the future, and why or why not he plans to seek a career in this field	Evaluation of an oral report given by each student summarizing information contained in his notebook Essay test outlining factors used to determine success in employment

OUTLINE OF CONTENT	OBJECTIVES
C. Getting a Job	demonstrate awareness of the various employment procedures used and qualifications desired by employers

ACTIVITIES	EVALUATION
Have students present a skit illustrating the right and wrong way to apply for a job	Vocabulary test containing terms relative to employment practices
Collect "Help Wanted" ads from the local newspaper. Let each student select an ad in which he is particularly interested and write a letter of application	Performance test requiring students to complete neatly and accurately employment application blanks

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A special thanks to Mrs. Jessie Williams, Norman High School, for the use of materials from her personal files.

Business English

GOAL: The Business English student should use effective oral and written communication for business and everyday life.

OUTLINE OF CONTENT	OBJECTIVES
I. FOUNDATIONS OF EFFECTIVE COMMUNICATION	The Business English student will:
A. Words and Word References	attain variety in business vocabulary usage
B. Art of Listening and Reading	demonstrate the ability to listen and to comprehend
C. Grammar--the Framework of Communication	demonstrate the ability to analyze and classify a sentence for all parts of speech
II. EFFECTIVE WRITTEN COMMUNICATION	spell correctly
A. The Psychology of Effective Communication	punctuate accurately
B. Writing Craftsmanship	write business letters that sell products, services, goodwill, or one's self
C. Effective Business Letters	use psychological motivation in business communication
D. Memos, Reports, and Other Written Communications	achieve conciseness, polish, and variety in writing
E. Punctuation and Style--the Tool of the Writer	write specific types of business communications and reports
III. EFFECTIVE ORAL COMMUNICATION	produce mailable letters that are neat and attractive in appearance
A. Preparation for Effective Speaking	develop an effective voice, enunciation, and pronunciation in oral communication
B. The Art of Effective Speaking	orally interview, report, or present ideas as required in the business world
	use tact and courtesy as is required for proper business behaviour

ACTIVITIES	EVALUATION
Teacher demonstration utilizing the chalkboard, oral directions, transparencies, textbook illustrations, bulletin boards, and textbook	Use the publisher's prepared tests: give a preview test at the beginning of the year to determine areas of deficiency
Have students survey their personal as well as examples of letters provided by the teacher for samples of incorrectly punctuated letters and letters containing incorrect grammar	Daily grades should be taken from workbook exercises that accompany the textbook
Provide study worksheets for students to stress basic principles and insure comprehension	It should always be stressed that students use correct spelling and punctuation in all their work
Instigate daily "mini-drills" using sentences containing troublesome phrases and clauses	Immediate feedback from graded papers is most beneficial to the student
Illustrate the way to write smoother paragraphs by demonstrating how to combine short choppy sentences with the use of punctuation and/or conjunctions	
Have pupils keep a record of the mistakes they make; error correction progress could then be more easily evaluated	
Students may be given well-written sentences for analysis, poorly-written sentences to be rewritten, and sentences requiring word choice or insertions	
Provide paragraphs, manuscripts, letters, etc., that the student may proofread for errors in punctuation, grammar, and spelling	
Provide weekly vocabulary work in the form of spelling and definition tests on preassigned lists or word usage exercises involving words previously studied	
Use transparencies to help the student integrate transitional words and phrases in developing paragraphs	
In revising duplicated sentences and paragraphs the student is given adequate practice in achieving unity, coherence, and emphasis	
When given factual situations requiring written communication, have the student practice composing sentences and paragraphs that contain unity, coherence, and organization	
Have students search magazine articles for topic and summary sentences, transition between sentences and paragraphs, and unity, coherence, and emphasis	
Provide scrambled sentences so that students may arrange them in logical sequence to form coherent paragraphs	
Prepare a bulletin board showing unfamiliar vocabulary terms taken from newspapers or other news media	
Have dictionaries available for all students in class, if possible	
Present spelling rules and study methods	

ACTIVITIES

Encourage students to determine word meanings from sentence context, word beginnings or endings, or root words

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Economics

GOAL: The Economics student should be provided with economic concepts that will enable the individual to collect and analyze data as an aid in reaching reasonable solutions to economic problems.

OUTLINE OF CONTENT	OBJECTIVES
I. UNDERSTANDING THE IMPORTANCE OF ECONOMICS	The Economics student will:
A. Historical Background and Evolution of our Economic System	relate historical economic concepts and compare with today's problems
1. Theorists: Adam Smith; David Ricardo; John S. Mill; Alfred Marshall; Thomas Malthus; John Maynard Keynes; Francois Quesney; Wassily Leontief; Thornstein Veblen; Henry Ford; Eli Whitney; Earnest Engle; Karl Marx	recall problems all economies face
B. Understanding Needs and Wants	differentiate between economic needs and wants and free and economic goods
C. Problems All Economies Face	list the factors of production and what each factor produces
1. What to produce	explain or chart the law of supply and demand
2. How to produce it	diagram and explain the circular flow of the economy
3. Who will produce it	identify the types of business organizations by function and purpose
4. Who will it be produced for	recognize the types of business combinations by function
5. Depreciation	interpret current data from the news media or textbook relating to tax structures and public debt
II. PRODUCTION OF GOODS AND SERVICES AND INCOME OF EACH FACTOR	draw, label, and explain the organization and function of the six kinds of business organizations
A. Factors of Production	diagram and explain the phases of business cycles
1. Land - Rent	show an understanding of recession, depression, and inflation when given a case problem
2. Labor - Wages	identify government programs which are used to manipulate business conditions
3. Capital - Interest	differentiate between exogenous and endogenous factors which affect economic conditions
4. Management - Profit	interpret data pertaining to the labor force
5. Government - Taxes	demonstrate ability to look up and analyze statistical data on employment and unemployment
B. Price Determination	diagram, from memory, the historical background, purpose, and function of labor unions
1. Supply and demand	show an understanding of collective bargaining procedure
2. Profit motive	define functions and characteristics of money
3. Government controls	calculate mathematical problems relating to the circulation and velocity of money
4. Circular flow of income	identify by purpose, function, and organization the differences between central and commercial banking
C. Business Organization	
1. Single proprietorship	
2. Partnership	
3. Massachusetts trust	
4. Joint venture/Syndicate	
5. Corporation	
6. Cooperatives	
D. Kinds of Markets	
1. Monopoly	
2. Oligopoly	
3. Near perfect competition	
4. Monopolistic competition	
E. Types of Combinations	
1. Horizontal	
2. Vertical	
3. Conglomerate	
F. Methods of Combination	
1. Merger/Amalgamation	
2. Interlocking directorate	
3. Community of interest	
4. Holding company	
III. ROLE OF GOVERNMENT - INCOME/EXPENSES	
A. Taxes and the Public Debt	
B. Our Economy and the World Market	
C. Buying and Selling Among Nations	
D. Economic Assistance Programs	
E. Common Market	

ACTIVITIES

Prepare a family tree matching economic concepts with individual's names
Prepare puzzle using names and concepts
Assign library research for biographical sketches

Interview local businessmen
Assign research for articles from newspapers and current publications

Prepare chart illustrating needs and wants
Have student list his personal needs and wants
Chart economic and free goods using illustrations

Draw and label chart matching factors to production
Draw pictorial interpretations of factors
Arrange for films and filmstrips
Community survey listing factors which create income
Field trips to local manufacturing businesses

Graph and plot demand and supply schedules
Use a commodity of your general locality such as corn, wheat, tobacco, etc.
Assign library research for goods which create demand

Draw chart, labeling each sector of the economy
Introduce formula to correspond to chart
AD = ID + CD + GD + N x D
Prepare charts using pictures which correspond to each sector

Draw chart labeling each type of business, comparing by: How organized; how long it will last; how it obtains capital; etc.
Conduct community survey and make chart of types of businesses in a particular area

Organize a hypothetical company using students as officers
Same projects as number 7

Draw graph illustrating tax structures
Library research on history of taxation
Collect income tax forms and exhibit
Chart showing the number and types of taxes we usually pay

Chart comparing types of business organizations by function and purpose
Pictorial charts to illustrate types of organizations
Audio tapes to accompany charts

Chart illustrating business cycles
Films
Case problems to be graphed to identify vocabulary
Library research business conditions to a graph

Library research
Assign New Deal research

Visit local Social Security office
Invite guest speakers
Study case problems
Prepare a chart illustrating exogenous and endogenous factors

EVALUATION

Use of fill-in charts and tables

Models - Simulated/Realistic

Diagrams

Analogies - Concepts

Matching tests

True/False tests

Short essay tests

Long essay using case problems

Standardized tests - accompanying texts and publications

Multiple choice tests

Oral interpretations

Class participation

Interpretation of current events

Understanding and application

OUTLINE OF CONTENT	OBJECTIVES
IV. STABILIZING THE ECONOMY A. Business Cycles B. Recessions and Inflation C. Government Programs/Controls	demonstrate level of understanding of the organization, purpose, and function of the Federal Reserve System
V. THE AMERICAN WORKER A. Labor Force B. Employment/Unemployment C. Organized Labor (Unions) D. Collective Bargaining	differentiate between economic structure and function of capitalism, socialism, and communism demonstrate ability to prepare a realistic budget which includes saving, investing, and insuring factors
VI. MONEY AND BANKING A. Money 1. Definition, characteristics, functions 2. Circulation and velocity 3. Creation and destruction B. Banking 1. Definition 2. Central 3. Commercial C. Federal Reserve System 1. Organization 2. Purpose 3. Regulation of the economy a. open market committee b. reserve requirement c. margin requirement d. discount rate	interpret financial data related to investments, savings, insuring compare financial data and analyze to reach a reasonable economic conclusion use appropriate vocabulary in oral and written communications
VII. COMPARISON OF ECONOMIC SYSTEMS A. Free Enterprise vs. Controlled B. GNP in Other Countries 1. Western Germany and Japan 2. Western Europe 3. India and Africa 4. USSR a. Gosplan b. Orgnabor	
VIII. PERSONAL ECONOMIC BENEFITS A. Work and Income B. Employment Benefits and Social Insurance C. Planning and Spending Income 1. Saving and investing 2. Insuring 3. Investing (stocks, bonds, mutual funds) D. Interpreting Financial Data	

ACTIVITIES

Prepare pictorial illustrations
Analogy of how sunspots or Venus may affect cycles
Field trip

Library research
Prepare graphs for comparison

Assign projects for almanac data
Write Department of Labor for current data
Prepare a chart illustrating job classifications
Draw illustrations depicting unemployment causes and effects

Collect union news publications
Interview members of unions
Invite guest speaker from local union office

Film
Prepare chart (pictorial) depicting evolution of pre-union conditions with present conditions
Chart company union to non-union wages

Chart to illustrate steps of collective bargaining
Assign students to engage in a bargaining session
Invite a professional negotiator
Films

Use toys and objects to introduce unit on money
Draw chart showing circulation of money
Chart comparing contrasts and comparisons of central and commercial banking
Prepare chart illustrating organization of Federal Reserve System
Prepare chart illustrating the clearing of checks
Write checks and reconcile checking accounts
Field trip to the local Federal Reserve Bank or a local commercial bank
Invite an officer of a bank
Films
Dramatize a session on barter
Prepare a realistic budget for a family of four
Go through process of buying a house
Figure a settlement sheet

Other

Games and simulations may be purchased or made up
Assign students projects such as: making their own crossword puzzle, or wordgrams

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Consumer Economics

GOAL: The Consumer Economics student should possess skills, concepts, and understandings required for everyday living to achieve, within the framework of his own values, maximum utilization of, and satisfaction from, his resources.

OUTLINE OF CONTENT	OBJECTIVES
I. THE INDIVIDUAL IN THE MARKETPLACE	The Consumer Economics student will:
A. The American Free Enterprise System	be aware of the essential characteristics of a free enterprise system
B. Identifying the Consumer	
C. Factors Affecting Decision Making	recognize the uniqueness of consumerism
D. Practical Experience in the Marketplace	
E. Rights and Responsibilities	recognize the factors which affect decision making for goods and services
F. Advertising	
1. Appeals used by various media	identify the government and private agencies that help to protect the consumer
2. Using advertising wisely	
	recognize and avoid fraudulent and deceptive business practices such as; home repairs, educational schemes, "earn money at home schemes", magazine and book sale schemes, and unordered materials and merchandise
	recognize the rights and responsibilities of the consumer in the marketplace
	recognize law and its relationship to the consumer
	recognize the principles of supply and demand
	recognize the various sales promotions and advertising devises used by businesses
II. MONEY MANAGEMENT	be aware that sound money-management is a prerequisite for consumer behavior
A. Factors Affecting the Use of Income by the Individual or Family	recognize how values, goals, and needs influence the use of personal and family income
B. Planning the Use of Individual and Family Income	
C. Developing Financial Management Plans	set priorities for personal and family needs, wants, and goals
	recognize that at different periods in life, the individual and family finance plans change
	be aware of the need for a personal budget: including time, energy, and money
	formulate an individual or family recordkeeping system

ACTIVITIES

Discuss and explain the market place in the free enterprise system

Ask a consultant from any federal reserve bank to visit the class and explain how the market works

Research and report on a book which describes the consumer in America

Encourage the students to realize they are consumers with many opportunities and responsibilities

Read articles comparing consumer items

Prepare a bulletin board display of newspaper and magazine articles which involve consumer agencies working for consumers

Analyze radio, TV, newspaper, and magazine adverisements for factual information versus appeals to emotion

Discuss business practices prohibited by the Federal Trade Commission

Discuss deceptive and fraudulent business practices and methods of avoiding such practices

Invite a representative from the Better Business Bureau or a consumer organization to describe some of the fraudulent business practices

Discuss the rights and responsibilities of the consumer in the market place

Write an essay on which of the Rights of Consumers mean most to a teenager

Invite a speaker from a government agency to discuss the protective role played by the agency

ACTIVITIES

Collect and analyze clippings on legal cases taken from a newspaper or magazine

Identify and discuss the legislative bodies at the various levels of government which may pass new laws or revise existing laws

Research and report on Oklahoma statues pertaining to the uniform consumer credit code

List sources of legal aid available to consumers

Visit a court in the community to witness trial proceedings involving civil cases between parties to a contract

Analyze and discuss case studies which involve conditional sales contracts, elements of contracts, and bailments

Describe the course of action the consumer would take when treated unfairly in a business transaction

Discuss and explain the principles of supply and demand

Role play a situation involving supply and demand

Use a simple chart to illustrate supply and demand

Ask the students to bring advertisements to class representing various advertising appeals

Encourage investigation of bargains that are too good to be true

Discuss the advantages and disadvantages of advertising

Plan, conduct, and report on findings of field trips

Discuss--"With decisions involving money comes responsibility"

Invite a banker, attorney, a savings and loan director, or representative of other financial agencies to explain their views on the need for financial management planning. Discuss issues listed by these resource people

Debate pros and cons of having a financial plan

Discuss values, goals, needs, and wants

Discuss--"If I had $300, I would". Compare answers to show individual difference in values and goals

Discuss how to determine priorities

Prepare a list of resources to use in making financial decisions

Panel discussion with representatives of families at different stages in the family life cycle involving mobility, inflation, income, etc.

Prepare a basic budget

Prepare a budget of time, energy, and money

Initiate a monthly record of each student's income

OUTLINE OF CONTENT	OBJECTIVES
III. CONSUMER CREDIT	recognize what consumer credit is and its relationship to our economy
A. Consumer Credit in Our Economy B. Using Consumer Credit Wisely	know the requirements for establishing and maintaining a good credit rating
C. Types of Consumer Credit D. Sources of Consumer Credit	be acquainted with the cost of credit and its legal obligations to credit users
E. Methods of Figuring Costs F. Provisions of Consumer Credit Agreements	be acquainted with the types and sources of consumer credit
G. Consumer Credit Laws	recognize and evaluate the provisions of consumer credit agreements
	be familiar with the laws that govern consumer credit
IV. GOODS AND SERVICES	be aware of individual needs and preferences in housing
A. Housing 1. Needs and preference in housing	recognize alternatives available regarding housing choices (renting or buying)
2. Alternative choices in housing and characteristics of each	recognize the factors influencing cost of housing and methods and sources of financing
3. Factors influencing cost of housing	be aware of the need to shop for the best values in cost-financing
4. Methods and sources of financing	be acquainted with the legal obligations and responsibilities in relation to housing
5. Understanding the legal aspects of protection for the home owner and renter	
B. Food 1. Establishing wise food buying habits	become aware of the factors affecting food purchases and prices
2. Evaluating and utilizing changes taking place in the food industry	compare the services and merchandising practices of the retail food outlet
3. Informing and protecting the food customer	use food packaging, processing, grades, and labels as buying guides
	be aware of sources of consumer information and protection

ACTIVITIES

Discuss consumer credit and its relationship to our economy

Visit a bank or have a bank representative visit the class to discuss credit cards

Emphasize the importance of a good credit rating

Discuss the cost of credit and its legal obligations

Emphasize that credit is a valuable tool when controlled

Emphasize that shopping for credit is very important

ACTIVITIES

Discuss how types of credit differ

Invite a banker to discuss sources of credit

Obtain copies of installment contracts, chattel mortgages, etc. for students to examine

Ask a credit official to explain to the students the various forms of interest computations

Ask an attorney to explain the legal obligations a borrower assumes by signing a credit contract

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Using a floor plan, have students determine the mimimum housing needs for families in different stages of the life cycle

Invite the industrial arts teacher to show the class the various steps in building a house

Conduct field trips to observe a variety of home construction methods and types of housing units

Debate the advantages and disadvantages of renting and buying

Invite local contractors to discuss their views on construction methods and costs

Invite a real estate agent or a savings and loan officer to discuss the fluctuation of housing costs over the last five years

Discuss home financing available in the community

Invite a local attorney to discuss the legal responsibilities of the homeowner and renter

Discuss the factors that affect food purchases and prices

List the advantages and disadvantages of organic food

Invite the home economics teacher to discuss a food budget

Plan a field trip to a variety of food outlets

Collect advertisements from various retail food outlets to determine the services and practices of the outlet

Discuss "specials" and "leaders"

Discuss how the consumer is being informed and aided in purchasing products

Assign various activities where students will use comparison shopping

Using one food item, prepare a display of all the ways this food might be packaged and sold

Prepare a collage of labels and conduct a comparison study of the information contained on them

Debate the topic--"Is shopping by brand loyalty a good shopping habit?"

Prepare columns of articles from newspapers to keep students informed about current legislation, consumer problems, and agencies that will aid the consumer

Develop a consumer information center by writing to various agencies for information

Plan a menu for one week to determine cost

Using the typical diet, determine if the young consumer is observing good nutritional habits

Chart the flow of food from the farmer to the consumer

OUTLINE OF CONTENT	OBJECTIVES
C. Transportation 1. Major forms of transportation available for the residents in a specific geographical area 2. Determining the form of transportation which provides the consumer with the maximum satisfaction for the dollar spent 3. Selection, purchase, and ownership of an automobile	identify the alternative means of transportation which are readily available and determine the relative advantages and disadvantages of the different transportation modes determine transportation needs with regard to the different requirements of various types of transportation with regard to financing, insurance, safety, convenience, and maintenance recognize that care should be taken in shopping for automobile financing just as in shopping for the car itself recognize the advantages and disadvantages in purchasing a new or used car
D. Clothing 1. Wardrobe planning 2. Clothing selection 3. Buymanship 4. Care and maintenance	identify and analyze personal values and needs in relation to clothing selections plan, select, and finance a wardrobe to meet individual needs judge quality in clothing by paying attention to construction, fabric, finishes, and design be familiar with consumer information sources in order to keep informed and develop better buymanship practices recognize the importance of proper care and repair of clothing, both for appearance and to help stretch clothing money
E. Health Services, Drugs, and Cosmetics 1. Planning for health care 2. Choosing medical care services 3. Sources of information and protection 4. Drugs--prescription and over-the-counter	be familiar with suggested health practices for each stage of the life cycle be acquainted with sources of professional advice and treatment list the alternatives available to pay for health services

ACTIVITIES

Make a survey of the transportation used in the area and the approximate percentage of the population using each type of transportation

Prepare a bulletin board of various means of transportation

Discuss situations in which the car, plane, bus, train, or cycle would or would not be the form of transportation which would provide maximum satisfaction for the consumer

Obtain rates for various types of transportation for a trip from your town to a major city

Discuss needs and desires in transportation

Interview a local service station manager and discuss the costs of maintaining an automobile and the care which is needed to get the most out of your car dollar

Visit a travel agent and discuss the various rates charged for different means of transportation

Discuss time as a cost of transportation

ACTIVITIES

Ask a local insurance man to discuss the insurance costs for various types of transportation, the protection a consumer should have with each type

Invite the auto mechanics teacher to explain testing procedures for a car

Emphasize the importance of shopping for financing for a car

List the advantages and disadvantages of new cars, used cars, and motorcycles

Ask students to obtain copies of manufacturers' literature from new car dealers

Compare warranties on new and used cars

Emphasize the difference between a warranty and a "puff"

Encourage students to investigate before signing a contract

Emphasize the portion of income which would be used for the purchase of an automobile

Discuss how cultural differences, personality and value differences may influence choices of clothing within a family unit

View films and filmstrips on wardrobe planning and selection

Emphasize the importance of a good wardrobe

Discuss the fact that clothing can be functional as well as fashionable

Invite a resource person from a retail store to bring samples of clothing and talk on buying clothing for the winter, spring, or fall season; what to look for, how to read tags and tickets, labels on garments, and factors involved in pricing

Discuss ways to judge quality in clothing

Collect swatches of materials for comparison

Discuss quality, style and price of clothing

Ask the home economics teacher to visit class and discuss fibers; fabrics, workmanship and clothing care

Comparison shop a well-known blouse or shirt verses a lesser-known brand name at a medium price level

Figure the cost of credit on a coat priced at $30, bought on a revolving charge or installment account making $10 payments per month

Discuss what values would influence your spending if you were given $100 and had three choices of how to spend it

Investigate and list for class reference: federal, local and community organizations where consumers may seek information and help with consumer clothing problems

Give suggestions as to how consumers should be informed of the aid and protection given by agencies or organizations

Show a care and maintenance chart for daily, weekly, monthly care of clothing

Discuss the elements in a good personal health program, including a regular physical examination and dental care at any age

Invite the school nurse or county health nurse to discuss professional services available locally

Investigate the procedure in the community for obtaining emergency services

Investigate finance plans for health costs for teens

Discuss ways to select professional services and facilities

OUTLINE OF CONTENT	OBJECTIVES
5. Cosmetics 6. Deceptive and fraudlent practices in health and medical care 7. Reading labels	prepare guides to use in selecting professional services and facilities utilize health services and information available at little or no cost recognize that drugs are potent substances that may help or harm the body be acquainted with factors that influence the buying of drugs and cosmetics be aware of fraudulent health practices and products investigate labels before purchasing
F. Recreation 1. Guidelines for selection of recreational activities 2. Financial resources for recreation	be familiar with the recreational markets that are bidding for leisure-time dollars analyze practices and preferences for spending non-working time list the alternative activities that can be performed during recreational time
G. Furnishings and Appliances 1. Features of appliances 2. Factors affecting choices in buying 3. Financing and payments 4. Consumer information and protection 5. Care and maintenance	compare the function and quality of construction be aware that planned shopping skills can help consumers make the most of their dollars recognize the levels of quality and be able to decide when quality is a factor for choice recognize the importance of planning costs and payments make intelligent use of credit plans available be familiar with services and adjustments made on warranties and guarantees realize that proper use, care, and maintenance can add to the life of furnishings and appliances
V. INSURANCE	
A. Risks of Financial Loss B. Life Insurance and Annuities C. Health Insurance D. Property Insurance E. Automobile Insurance F. Retirement and Social Security	explain the basic idea, purpose, cost, and importance of insurance in financial planning be aware of the risks of financial loss that individuals face and be able to assign appropriate priorities to these risks as a means of assuring proper allocation of insurance funds be aware of when to buy "protection" insurance and when to buy "protection-plus-saving" insurance; know the different types of policies available, and be able to select the most appropriate policy coverage explain the nonforfeiture options, dividend options, settlement options, grace period, waiver of premium riders, and double indemnity riders as contained on life insurance policies

ACTIVITIES

Emphasize the importance of choosing health services carefully

Discuss some of the health and safety services provided by state and local governments

Emphasize the importance of the proper use of legal drugs

Discuss the factors that influence students to buy cosmetics (magazine, TV, radio, other)

ACTIVITIES

Discuss guides for buying drugs and cosmetics

Collect advertisements of products of doubtful value

Emphasize the importance of reading labels before purchasing drugs and cosmetics

Encourage the students to think critically about advertising

Projects and topics for discussion: (a) fly or drive?, (b) go now, pay later, (c) car rental, (d) cost of teenage activities (e) winter sports plunge, (f) camping costs, (g) money for three-day weekends, (h) party prices (i) bicycle security

Keep a time log to see how much time is spent on recreation. Examine the log to see if this time can be improved

Prepare a report on "My Nonworking Time"

Discuss alternatives for spending time, money, and energy

Prepare a budget including the cost for recreation for one month

Prepare a bulletin board of furniture qualities and costs

Visit different types of stores selling furniture. Use check list to investigate styles and prices

Invite resource people to talk on selection of furnishings and appliances

Ask students to take into consideration their own lifestyles and list furniture they think would be needed for a four-room apartment

Invite the industrial arts teacher to discuss quality of construction and materials

Using newspapers, catalogues, and magazines for furniture and price references, estimate the cost of furnishings for each

Invite a speaker from a lending institution to discuss advantages, disadvantages, and pitfalls of credit purchases of furnishings

Make a flannel display board of label samples of warranties, seals, etc.

Visit an industry to determine how its products are designed and tested for safety

Cite examples of accidents caused by products having features that are unsafe unless precautions are taken in their use

Invite an independent insurance agent to discuss and answer questions pertaining to insurance

Discuss the circumstances under which a family would be advised to purchase each type of insurance policy

From a life insurance rate book, compare the prices of life insurance policies from several companies

Discuss how insurance can provide security upon illness, disability, death or property loss

Compare the advantages and disadvantages of regular insurance and "protection-plus saving" insurance (endownment)

Invite a representative from the state insurance commission to discuss options, riders, and grace period

Show on the overhead projector the following clauses in a life insurance policy. (1) nonforfeiture options; (2) dividend options; (3) settlement options; (4) grace period clauses; (5) waiver of premium rider; (6) double indemnity rider

Discuss the dollar amounts of coverage that most automobile or motorcycle owners should have

Invite a speaker from the Social Security Administration to explain the benefits and the eligibility requirements for survivors of a deceased breadwinner and for disabled workers. Ask that copies of "Your Social Security" be provided for each class member

OUTLINE OF CONTENT	OBJECTIVES
	be aware of retirement, Social Security and Medicare benefits
	be aware of the specific coverages in an automobile insurance contract, and the appropriate amounts of insurance for each of these coverages, and the costs of the coverages; including the specific coverages in motorcycle policies
VI. SAVINGS AND INVESTMENTS	
A. The Importance of Savings and Investments	recognize the obstacles and pitfalls in savings and investments
B. Savings and Investments Information	recognize the importance of setting goals in establishing savings and investment programs
1. Brokerage services 2. Periodicals 3. Books 4. Advisory services	be acquainted with the different ways of saving and investing money, and gain knowledge and insights into the various types and kinds of savings and investment outlets
VII. TAXES	
A. Taxation as a Sharing Process	recognize that public facilities and services at all levels are provided and maintained through expenditures of monies received from taxes
B. Local and County Tax Revenue 1. Sources 2. Uses	
C. Federal and State Taxes	recognize that taxes are a source of income for government agencies to provide innumerable services which the consumer would find difficult to secure for himself
VIII. THE CONSUMER IN SOCIETY	
A. The Consumer in the Economy	be aware of the importance of government participation in the economy
B. The Consumer Movement: History, Growth, and Organization	
C. Consumers and the Legal Framework	recognize the effect of the consumer in the marketplace
D. The Social Costs of Consumption-Ecology	be familiar with the development and progress of the consumer movement
E. Governmental Controls	make use of the aid and protection offered the consumer and of business, government, and independent agencies and organizations
	recognize the need for conservation of natural resources
	be familiar with the impact which governmental controls have on the consumer and how these should affect the consumer's decision making process

ACTIVITIES	ACTIVITIES
Discuss: How is net worth determined? What is the purpose of savings? Why is the establishment of a savings program difficult for some individuals and families? What does investing mean? Why should money be put aside for future possible use? What is the relationship between safety and rate of return in savings and investments? How are information resources evaluated in making savings and investment decisions? What are the advantages and disadvantages of different savings and investment media? What is financial security?	Discuss and/or invite a speaker to discuss services available from a bank and savings and loan association, and other types of investment programs Plan, form, and participate in class stock investment Ask students to bring newspaper and magazine advertisements and articles pertaining to investments. Use for class discussion Ask students to interview their parents or adult friends regarding their experiences with investments Encourage students to read publications about investments and report to the class
Discuss the purpose and benefits of taxation	Invite a representative form a government office to discuss service provided by taxes
Discuss the different type services provided by the government in a mixed economy (parks, highways, etc.) Identify ways in which consumers can accept responsibility in regard to legislation, unfair business practices, or use of customer services provided by business Conduct a class discussion dealing with the question of what consumer protection should be provided by the government and what responsibilities should be left to the consumer	Assign reports on motivations which stimulate purchasing needs, wants, etc. Prepare a chart which traces the consumer movement Invite a speaker form the Department of Consumer Affairs to explain truth in lending Use films to show consumer protection Discuss the relationship of natural resources and man's unlimited wants Discuss government controls

EVALUATION

Evaluation can be accomplished through:

- Teacher prepared tests
- Standardized tests
- Conference or interviews
- Self-evalutation by student
- Written or oral reports
- Participation in class discussions
- Case problems
- Demonstrations
- Checklists
- Teacher observation

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Typewriting I

GOAL: The Typewriting I student should possess basic skill for personal and/or vocational application

OUTLINE OF CONTENT	OBJECTIVES
	The Typewriting I student will:
I. INTRODUCTION TO TYPEWRITING	
A. Directions	follow directions and work independently
1. Written	
2. Oral	
B. Organization	organize materials and work station
C. Posture	demonstrate correct posture and position at the typewriter
D. Service Parts	recognize and use the necessary typewriter service parts
II. KEYBOARD MASTERY	
A. Alphabet	use correct key stroking
1. Lower case	
2. Upper case	
B. Numbers	construct basic symbols when not on the keyboard
C. Basic Symbols	
D. Special Symbols	
E. Complete Service Parts	demonstrate complete automatization of the typewriter keyboard, including the number and symbol keys
III. STRAIGHT COPY TYPEWRITING OF SENTENCES AND PARAGRAPHS	use and understand pica and elite type
A. Progressive Drills	exhibit a good balance between speed and accuracy
B. Timed Writings	keep rhythm and control while typing
1. Speed	
2. Control	
3. Calculating gwam and nwam	take dictation at the typewriter
IV. PROOFREADING	set margins for a variety of line lengths
A. Proofreader's Marks	demonstrate stroking facility and accuracy on problem and straight copy
B. Error Correction Techniques (Including Spreading, Squeezing, and Aligning)	evaluate typed materials with regard to quantity and quality, including the ability to determine gwam and nwam (timed writings or production)
C. Punctuation	demonstrate mastery of the technique of proofreading and correcting errors
D. Word Division	recognize and use proofreader's marks
V. CENTERING SKILLS	align
A. Horizontal	squeeze and spread letters
B. Vertical	demonstrate mastery of information which would include spacing before and after punctuation marks, typing of numbers, capitalization, uses of punctuation forms, word divisions, book and magazine titles, and articles
VI. PROBLEM APPLICATION	demonstrate skills in horizontal and vertical centering
A. Outlines	demonstrate the ability to arrange and type problem copy: business letters, tabulation, manuscript with footnotes, title page, bibliography, outlines, and other forms of business papers with vertical and horizontal centering (including columnar headings)
B. Envelopes, Personal Notes, Postal Cards, Index Cards, Inter-Office Communications, Invoices, Voucher Checks, and Itineraries	demonstrate the ability to type from rough draft, statistical, handwritten, and unarranged material
C. Business Letters	
1. Placement and styles	
2. Two-page, half sheet, etc.,	
3. Carbon copies	
D. Tabulation	
1. Tables	
2. Columnar headings	
3. Ruled and boxed charts	
E. Statistical Typewriting	
F. Script and Rough Draft Typewriting	
G. Composition at the Typewriter	
H. Manuscript Typewriting	
1. One-page reports	
2. Bound and unbound manuscripts	
3. Footnotes	
4. Title pages	
5. Table of contents	
6. Bibliographies	

ACTIVITIES

Create a comfortable atmosphere in the classroom that will be conducive to learning

Maintain a positive attitude for effective student learning

Motivate students with teacher expectation

Build confidence by showing interest and concern

Keep the class moving at a brisk, efficient pace

Plan for a minimum of talking and a maximum of typing at all times

Move about the classroom observing at all times and giving individual instructions when needed

Encourage learning with this cycle: teacher demonstration; student application; teacher evaluation and demonstration; student practice

Move the students to different machines periodically to encourage adaptability

Discuss the objectives of the class and the need for following directions and working independently

Encourage organization of materials at work station and economy of time

Help the students see the need for sitting back in the chair, leaning slightly forward from the hips; keeping fingers curved over the keys with wrists parallel with the slope of the keyboard; elbows close to the sides; both feet flat on the floor; typewriter even with the front edge of the desk; sitting 6-8 inches from the machine with the body in line with the "j" key

Demonstrate and discuss the use of service parts

Demonstrate correct key stroking and correct techniques

Use demonstrations, tapes, video tapes, posters, bulletin board, illustrations in the textbook, transparencies, wall chart, textbook, supplementary books, music, pacing devices, films, filmstrips, chalkboard, overhead, and opaque projector to improve typewriting

Use oral directions to further illustrate textbook directions

Follow a uniform pattern for introducing new reaches

EVALUATION

Evaluation, properly utilized, should serve at least three purposes:

1. It should suggest changes in practice activities for improvement
2. It should help the teacher and the student diagnose typing difficulties
3. It should provide knowledge of results for measurement purposes

The student must be taught enough so he can tell the difference between typing it "right" and typing it "wrong"

Insist on accurate proofreading

Use the show of hands technique for the entire class

Use student performance results as an indicator of the level of achievement and begin expectation at this point

Constantly look for ways to measure the success or failure of teaching procedure

Test, reteach, reevaluate

Keep a record of selected timed writings to note progress

Spot check papers

When grading some production, use a point system--give points for correct margins, correct placement of date, etc.

Immediate feedback of checked papers is essential to progress

Keep the student informed of progress at all times

Use publisher's prepared tests

Teacher observation

Checklist for technique evaluation

Teacher evaluation at the station

Standards should be consistent with instructional objectives. Keeping in mind the importance of posture, position, keystroking techniques, and keyboard mastery, the following grading standards are recommended:

FIRST NINE WEEKS	PERCENT OF GRADE
Posture and position at the machine (teacher observation and technique rating sheet)	20
Keyboard mastery (frequent observation)	20

OUTLINE OF CONTENT	OBJECTIVES
I. Employment	
1. Application letter	type on forms such as voucher checks, inter-office communications, invoices, etc.
2. Personal data sheet	type on ruled lines
3. Application forms	type an itinerary
VII. PRODUCTION TYPEWRITING	identify the parts of a business letter
A. Business Letters with Carbon Copies and Envelopes	type with correct form the special letter parts of attention and subject lines, official titles, etc.
B. Tabulation	handle a carbon pack (insert with a minimum of effort)
C. Manuscript Reports	type envelopes, index cards, and postal cards
D. Inserting and Removing Paper, Correcting Errors, Aligning, Arranging Supplies, Collating	originate copy at the typewriter: think and type simultaneously
VIII. TYPEWRITER CARE	demonstrate the ability to compose letters of application and complete employment forms
A. Cleaning	justify the right margin
B. Changing Ribbon	handle production typing with a minimum of waste motion: appropriate techniques in inserting and removing paper, arranging supplies, and collating
	show increased skill in organization
	demonstrate typewriter care, including ribbon changing
	recognize the need for instruction and practice
	show an awareness of the business world
	be aware of desirable personal qualities and attitudes

ACTIVITIES

Use tapes or records as much as possible for teaching the keyboard--this will leave the teacher free to observe and keep bad habits from being formed

Save typing papers from the first day of typing for distribution at the end of the year so students can see their improvement

Develop skill pattern before errors are counted

Reinforce the learning of each new key

Demonstrate how to construct basic symbols

Use drill work regularly to develop letter, number, and symbol competencies

Discuss the difference between elite and pica type

Develop speed and accuracy by using short timed writings (1 or 3 minutes)

Use music to teach rhythm and control

Provide for direct dictation and unison drills

Conduct manipulative drills on margin setting, carriage return, tab key, and other service parts

Move about the classroom observing students at stations, praise and encourage as well as offer constructive criticism, and give instructions when needed

Spot check papers while moving about the classroom, to keep students informed of their progress

Diagnose possible causes of student error and suggest appropriate corrective drills and procedures

Use the overhead to help students develop "eyes on copy" technique

Direct students to practice individually while the teacher observes

Recognize and provide for individual differences

Encourage self-competetion

Encourage active student participation

Use a seating chart for noting typing techniques; brief notations can be made while observing a row or section of the room

Make a game of typing through the alphabet, naming a food item for each letter, after the students have learned the alphabet part of the keyboard; for example, they might type apples, beans, carrots, etc.

EVALUATION

Keystroking techniques (low wrists, curved fingers, elbows close to sides) 20

Gross stroking speed (average of three best one-minute timings) for gross stroking with marks applied as follows:

A = 40
B = 35
C = 30
D = 25 20

Work handed in (even though exercises were incomplete or inaccurate) 10

Care of typewriter and work area 10

Fourth Nine Weeks

5 minute timing

A = 55 nwam
B = 50 nwam
C = 45 nwam
D = 40 nwam

The following may be helpful in evaluating the students:

Technique Grade

Position at the typewriter
Keystroking (position of fingers, hands, wrists, and arms; quickness of stroke)
Use of space bar
Carriage return
Use of shift keys
Use of tabulator
Reading (typing response patterns, including keeping eyes on copy)

Work Habits and Attitude Grade

Coming to class with needed supplies and materials
Willingness to work
Cooperation
Courtesy
Consideration for others
Self-control
Getting along with others
Work habits
Dependability

Problem and Production Work Grade

Proofreading
Error correction
Key stroking
Word division
Material placement
Acceptable or usable work
Assignment completion within a specified time

ACTIVITIES

Use a game such as Peeker Tag to discourage looking at hands. Students are assigned a group of lines to type during the time the game is played. To start, the teacher is "it" and walks around the room trying to spy someone "peeking" at his hands. The person caught becomes "it" and tries to find someone looking at his hands

Try this if you are having trouble getting your students to settle down, ready to type. As the typing student enters the classroom, he sees on the chalkboard the conditioning practice for the day. He begins typing as soon as he can get his paper in the typewriter. Grade according to the number of lines he types correctly in a given time

Give brief drills with necessary pauses for relaxation. As students gain in skill and proficiency, they can type for longer intervals

Utilize pace setting, speed spurts, guided writings, technique improvement drills, manipulative drills, etc., regularly

Provide for individualized practice goals

Encourage the students to determine gwam and nwam on all timed writings

Keep a progress chart of timed writings

Use a timed typing contest to pick the best typist. All typing classes can participate. Issue certificates or awards

Use a game in which the class takes a car ride. Let the number of words typed represent the miles traveled and the errors represent the number of flat tires, or mechanical problems. The goal is to see how many miles students can travel without breakdowns

Emphasize good posture and techniques at all times

Encourage students to evaluate their own work

Require each student to proofread all papers that are turned in

Teach error correction techniques

Encourage students to recognize and use proofreaders' marks

Use proofreaders' marks on papers that are to be returned to the students

Encourage good proofreading habits by using a proofreading contract like the following:

ACTIVITIES

Grade_____

Recorded_____

Name_____

Lesson Number_____

Date_____

Proofread_____

By signing this I testify to the fact that I corrected all errors; and I understand that I will receive a low grade on this project if one is found

_____
Name of Student

Demonstrate how to align paper using the paper release, aligning scale, and variable line spacer

Drill students on how to align paper

Drill students on how to squeeze and spread letters

Keep students aware of rules for spacing; numbers; capitalization; punctuation; word division; book, magazine, and article titles

Explain mathematical and/or backspacing from center methods for horizontal and vertical centering

Reinforce horizontal and vertical centering with drills and problems

Use supplementary problems such as names of football or basketball teams, etc., to develop centering skill

Utilize transparencies for new material presentation

Practice typing problem copy

Practice typing on forms

Conduct drills on aligning, typing from rough draft, statistical, etc., under the pressure of time

Use drills under the pressure of time to reinforce problem applications

Set attainable goals for each drill conducted

Use speed and control development throughtout the course

Demonstrate how to type on forms involving ruled lines

ACTIVITIES

Realign material using aligning scale, variable line spacer, and paper release

Practice typing on ruled lines

Explain the purpose of an itinerary

Discuss the parts of a business letter and placement

Practice typing business letters with special letter parts

Demonstrate how to handle a carbon pack

Practice typing envelopes, index cards, and postal cards under time

Ask a student to name a one-word topic. For instance, someone comes up with the word "birds"--Let the students type all they can think of about the subject with no time to prepare. At the end of one minute, have the person giving the topic call a number, match this number with a name in your grade book, and you have a "volunteer" to read what he as typed

Use cartoons for composing at the typewriter. The students may write one or two paragraphs of original copy

Use newspaper employment advertisements to compose letters of application

Prepare an application form

Compose an application letter

Prepare a data sheet

Use typed themes and reports from other classes for extra credit

Use newspapers, magazines, etc., to demonstrate justifying the right margin

Observe each student at work on problem application and production problems

Encourage economy of time and motion at all times

Apply a production skill building cycle: learning, untimed; skill building, timed; test situation, timed

Use realistic business papers whenever possible

Encourage students to think and apply problem solving skills

Insist that the material be usable or mailable

Encourage organization by demonstration and a checklist

ACTIVITIES

Use a week long assignment sheet (due at the end of the week) with varied activities and necessary instructions to encourage responsibility, economy of time, and organization

Demonstrate how to clean the type and change a ribbon

Emphasize that typewriter care is part of the typist's daily routine

Help students recognize the need for instruction and practice

Use realistic business forms to create an awareness of the business world

Use career oriented material to create an awareness of the business world

Use a self-evaluation checklist to create an awareness of desirable personal qualities and attitudes

Use guest speakers, films, field trips, etc., to create an awareness of the skills, qualities, and attitudes necessary for success in the world of business

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Typewriting II

GOAL: The Typewriting II student should refine and strengthen basic typewriting skills and techniques necessary for personal and vocational competency.

OUTLINE OF CONTENT	OBJECTIVES
I. IMPROVEMENT OF BASIC SKILLS AND TECHNIQUES	The Typewriting II student will:
A. Posture	demonstrate correct position at the typewriter
B. Organization	
1. Materials	organize materials for efficient production
2. Work habits	
C. Manipulative Skills	assume responsibility for the care of the typewriter and work station
1. Setting margins	
2. Carriage return	
3. Tabulating	use good work habits; conserve supplies and use time effectively
4. Shift key and lock	
5. Backspacing	
D. Key Stroking	show initiative to work independently
1. Speed	
2. Accuracy	use correct key stroking for speed and accuracy improvement
E. Proofreading	
1. Error correction	use efficiently service parts such as: margin sets for different lengths of line, touch tabulation, quick return, shift key and lock, and backspace
2. Proofreaders' marks	
F. Centering	
1. Horizontal	
2. Vertical	
G. Tabulation	proofread accurately
1. Backspacing-from-center method	
2. Mathematical method	interpret and use proofreaders' marks
H. Related Grammar Usage	
1. Capitalization	correct errors skillfully
2. Punctuation	
3. Numbers	evaluate work by office standards
4. Word division	
5. Spelling	demonstrate skill in calculating tables, using backspacing from center, and mathematical method
I. Composing	
II. REINFORCEMENT OF PRODUCTION	demonstrate mastery of related grammar skills
A. Business Letters with Carbon Copies	compose or take dictation at the typewriter
1. Basic letter styles	
2. Special letter styles	demonstrate ability to produce mailable letters with carbon copies; including the basic and special letter styles on special sizes of stationary using open or mixed punctuation, notations, and special letter parts
3. Letter placement	
a. regular size stationary	
b. special size stationary	
4. Punctuation styles	
5. Envelopes	address envelopes by eye measurement
6. Postal cards	
B. Business Forms	apply chain feeding in the preparation of envelopes, postal cards, and index cards
1. Interoffice memorandums	
2. Telegrams and telefax messages	
3. Purchase orders	arrange messages on a postal card and fill in information on a printed card
4. Invoices	
5. Bills of lading	
6. Statement of account	align, fill in, and produce all business forms using arranged and unarranged material
7. Message and reply forms	
C. Tables	
1. Open	demonstrate skill in calculating and typing the three kinds of tables
2. Ruled	
3. Boxed	
	produce various problems in good form and at acceptable rates of production
	type formal and informal manuscripts and business reports including quotes, enumerations, footnotes, title page, outline, contents, and bibliography

ACTIVITIES

Give a performance pretest at the beginning of the course to determine present ability on production exercises

Conduct an information test at the beginning of the course to determine present knowledge of typewriting related information

Use the performance and information tests as a basis for determining remedial exercises

As a teacher, exhibit good form, techniques, and efficient handling of machine and supplies

Give demonstrations frequently using the demonstration stand in order to improve stroking, refine manipulative skills, develop flow of work patterns, and refine production skills

Provide short-range goals that can be achieved; increase goals frequently as a means of motivating students to achieve new goals

Accept only work that is satisfactory as measured by office standards

Use practice sets and workbooks of business forms

Drill on sample practice set problems to increase production ability before performing the final practice set

Use business forms from the community as sample illustrations and practice forms

Relate the tasks to be performed to the typing and stenographic duties performed in an office

Review machine operation, posture, and correct typewriting techniques

Prepare a model work situation

Observe students--demonstrate correct position

Insist on clean typewriter and work station

Provide the student with an opportunity to change a typewriter ribbon

Encourage students to have a large envelope with manila folders inside for filing and organizing supplies--if storage is not available at work stations

Provide individual folders for each student

Provide a storage file for keeping papers needed for reference

Observe students at work and give constructive suggestions on how to conserve supplies, save time, and work more efficiently

Encourage students to plan and organize work priorities

EVALUATION

During the first semester, evaluate the student's improvement of basic skills.

PLAN I

First Nine Weeks

5-minute timing (with error limit of 5)

A = 50 gwam
B = 45 gwam
C = 40 gwam

During the second nine weeks, evaluate the student's improvement on production, evaluating form as well as stressing usable copies. Put off the accepting of mailable copies only until second semester

Students may be evaluated on the following:

Production	60 percent
Timed writings	20 percent
Tests	10 percent
Work submitted	10 percent

PLAN II

First Nine Weeks

A = 55 nwam
B = 50 nwam
C = 45 nwam

Students may be evaluated on the following:

Production	30 percent
Timed writings	20 percent
Information tests	10 percent
Daily work	30 percent
Care of work area	10 percent

By the end of the second semester, evaluation may be on usable and mailable copies only; however, improvement in basic skill can be continued and evaluated.

PLAN I

Fourth Nine Weeks

5-minute timing

A = 65 gwam	0 - 2 errors
B = 60 gwam	3 - 4 errors
C = 55 gwam	5 errors

OUTLINE OF CONTENT	OBJECTIVES
D. Manuscripts and Reports	prepare legal documents
1. Unbound	type all problems in correct form and at acceptable rates of production with complete mailability
2. Leftbound	
3. Topbound	
4. Footnotes	justify copy to a prescribed line length
5. Quoted material	
6. Enumerated items	determine which method of copying is most efficient for a particular job
7. Title page	
8. Outline	prepare models and type spirit masters, stencils, and offset mats
9. Contents	
10. Bibliography	prepare models for other copying machines
E. Legal Documents	
1. Wills	demonstrate desirable attitudes, personal resourcefulness, and self-reliance
2. Partnership agreements	
3. Legal letters	demonstrate the ability to analyze independently all instructions before beginning a job and follow through to completion
4. Abstracts	
III. DUPLICATING PROCEDURES	demonstrate awareness of the world of work (job availability, job requirements, and compensations)
A. Spirit Masters	
B. Stencils	be aware of advanced study
C. Other Copying Methods	
IV. BUSINESS BEHAVIOR	
A. Attitude	
B. Character	
C. Personality	
V. AWARENESS OF THE WORLD OF WORK	
A. Job Availability	
1. Local	
2. Government	
a. city	
b. county	
c. state (Merit System)	
d. federal (Civil Service)	
B. Job Requirements	
C. Job Application	
1. Letter of inquiry	
2. Application	
3. Resume	
4. Interview	
5. Follow up	
D. Compensation	
1. Salary	
2. Fringe benefits	
VI. ADVANCED STUDY	
A. Vocational Schools	
B. College or University	

ACTIVITIES

Encourage the student to work independently and show initiative

Determine the status of each student's skill in the basic skills, techniques, and production to use as a basis for improvement

Improve key stroking by giving 1-3 minute drills on easy material for speed, and high-average alphabetic material for accuracy for practice, before giving 5-10 minute timings to evaluate

Provide many opportunities for timed writings throughout the course

Strive for accuracy, but continue to build speed

Challenge the students with new goals constantly

Use introductory lessons from typewriting texts to improve faulty stroking habits and reaches

Give short timed drills on setting up problems to improve the manipulative skills

Use exercises from the introductory lessons from typewriting texts to improve faulty manipulation and use of operational keys

Insist that all work be proofread before it is handed in

Have students proofread each others papers and sign to verify

Use proofreaders marks' for marking errors

Review error correction techniques

Insist on neat corrections that would be acceptable in the business office

Emphasize and instill an appreciation for excellence

Insist on mailable copy

Provide an opportunity for the students to retype copy that is not usable except on production tests

Review and discuss horizontal and vertical centering

Conduct drills on horizontal and vertical centering problems

Conduct drills under time for horizontal and vertical centering of tables

Review and provide drills on related grammar

Insist on correct word division by providing dictionaries or word-division books

EVALUATION

The following grading scale may be used for a 30-minute production test for mailable letters of average length (including carbons and envelopes):

Number of Letters	Grade
4	A
3	B
2	C

Other production may be evaluated as follows:

Business forms and tables - 20 to 50 percent of straight copy rate
Manuscripts - 50 to 80 percent of straight copy rate
Transcribing from voice recording machines 25 to 40 words per minute

Evaluate job application unit only

Accept only usable copies (preferably error free copies) of letter of inquiry, application letter or form, and resume.

PLAN II

Fourth Nine Weeks

5-minute timing

A = 65 nwam
B = 60 nwam
C = 55 nwam

The following grading scale may be used for a 30-minute production test for mailable letters of average length:

Number of Letters	Grade
5	A
4	B
3	C

Give problem solving tests to determine whether a student can think and follow directions.

Give information tests which include: punctuation, capitalization, numbers, spacing, letter styles, business letters, etc.

ACTIVITIES

Encourage the use of a variety of reference materials

Dictate sentences for composing skill and related grammar skill

Compose answers to letters in the book

Type from dictaphone (if available)

Discuss letter styles, punctuation styles, etc.

Provide demonstrations on using carbon copies, letter styles, punctuation styles, notations, and special letter parts

Prepare a bulletin board with examples of letter styles, punctuation styles, etc.

Practice judgment placement of addresses on envelopes

Demonstrate chain feeding techniques on envelopes, postal cards, and index cards

Practice typing messages and addresses on postal cards

Provide drills on aligning, filling in, and producing all business forms using arranged and unarranged material

Demonstrate, discuss, and drill for calculating and typing tables

Give short timings on individual jobs before giving long production timings

Give timings on jobs, including preparation

Give short timings on jobs after preparation for comparison

Encourage students to type jobs without being timed, but have them work efficiently

Review, discuss, and type manuscripts with footnotes

Encourage students to type their own reports and formal papers for other classes

Suggest that students type papers for other students who do not type

Discuss and demonstrate legal documents

Use bulletin board to display outstanding work

Use opaque or overhead projector to illustrate correct form

Insist that students assume responsibility for mailable copy

Type newspaper or magazine articles to justify copy for prescribed line lengths

ACTIVITIES

Demonstrate masters, stencils, and off set mats

Prepare masters, stencils, and off set mats for actual use

Use the school newspaper for teaching the typing of stencils, if it is mimeographed

Demonstrate models for other copying machines

Type for teachers or others only when a learning situation is involved

Encourage business behaviors and attitudes in the classroom at all times, such as: punctuality, courtesy, honesty, neatness, etc.

Create office situations and office environement

Require students to follow oral and written instructions

Encourage completion of assignments

Discuss jobs available in the local community

Discuss State and Federal government jobs available in the local community or nearby cities

Discuss job requirements

Compose a letter of application

Fill out an application form at the typewriter

Prepare and type a personal resume

Discuss employment interview, employment test, and follow-up procedure

Discuss salaries, fringe benefits, and advancement

Supply information about job availability, job requirements, job application, and compensation

Encourage a visit to a counselor for job information

Use films and film strips on careers

Use class tour of a local office

Invite local business people to speak

Read and discuss newspaper advertisements

Discuss and list advantages and disadvantages of vocational schools and colleges or universities

Use occupational guide available in the library or counselor's office

Use college and vocational school handbook or bulletins for reference

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RECOMMENDATIONS

Typewriting I and II

1. Thirty students per teacher be the maximum in a typewriting class and the room size be adequate for 30 students
2. A student have a prerequisite letter grade of C in Typewriting I to enter Typewriting II.
3. Typewriting II students have a minimum of nine weeks on an electric typewriter.
4. Each typewriting student have a textbook.
5. Each typewriting student have a bookholder.
6. Personal Typewriting be offered at the ninth grade level, as well as the tenth, eleventh, and twelfth. This course would be recommended to students who do not plan to pursue further typewriting courses. If a Personal Typewriting student later decides to pursue further typewriting courses, only one semester credit will be given for Typewriting I.
7. Typewriting I be offered at the tenth, eleventh, and twelfth grades only.
8. Typewriting II be offered at the eleventh and twelfth grade levels.
9. A student may not enter Typewriting I five to ten days after actual classwork begins without permission from the teacher.

Shorthand I

GOAL: The Shorthand I student should develop competencies in skills, knowledge, and attitudes which will provide the student with a salable or personal use skill.

OUTLINE OF CONTENT	OBJECTIVES
I. INTRODUCTION TO SHORTHAND, INCLUDING HOW TO STUDY AND IMPROVE	The Shorthand I student will:
A. Write with a pen	read fluently
B. Use a shorthand notebook	demonstrate a knowledge of the theory of shorthand
C. Shorthand is written, not drawn	respond in accurate handwritten shorthand symbols spoken word sounds
D. Position	write readable shorthand notes
II. PRESENTATION OF SHORTHAND THEORY AND BRIEF FORMS	read and write brief forms, phrases, and words without hesitation
A. Alphabet	have a knowledge of all word prefixes and suffixes
B. Brief Forms and Derivatives	exhibit good habits of concentration and word retention
C. Phrases	use theory principles well enough to enable the student to form correctly written and proportioned outlines when taking practice on new material dictation
D. Business Letter Salutations and Closings	use typing techniques with increasing proficiency
E. Amounts and Quantities	arrange materials for a steady flow of work
F. T for to in Phrases	transcribe accurately on the typewriter from shorthand plates
G. Been and Able in Phrases	transcribe on the typewriter rapidly and accurately dictated material at acceptable rates of production
H. Word Endings	use letter styles, placement, and follow through on instructions
I. Blends	estimate the transcription space required for each take in order to assure correct placement
J. Word Beginnings	increase skill in punctuation, word division, spelling, and English usage
K. Days of the Week	use reference books and know sources available
L. Months of the Year	proofread and correct errors
M. Geographical Expressions	accept responsibility for a usable final product
N. Useful Business Phrases	take dictation on unpracticed, unpreviewed material for three minutes at acceptable rates of speed and transcribe at acceptable rates of production to produce mailable copy
O. Ago in Expressions of Time	exhibit traits and attitudes, philosophy, and ethics for achievement in office occupations
P. Want in Phrases	be acquainted with the environment in which a secretary works
Q. Disjoined Word Endings	investigate career and employment opportunities
R. Disjoined Word Beginnings	acquire a vocational or personal use skill in shorthand
S. Abbreviated Words in Families	
T. Abbreviated Words not in Families	
U. Intersection	
III. READING FROM PLATES AND HOMEWORK	
IV. DICTATION SPEED BUILDING	
V. INTRODUCTION OF PRETRANSCRIPTION TRAINING AND BUILDING TRANSCRIPTION SKILLS	
A. Business Vocabulary Builders	
B. Spelling	
C. Similar-Word Drills	
D. Punctuation	
E. Common Prefixes	
F. Grammar Checkup	
G. Transcription Quiz	
H. Operation of Typewriter	
I. Mailable Letters	

ACTIVITIES

Discuss the course objectives with the class

Maintain a relaxed atmosphere for the best learning situation

Have something ready for the students when they enter the room to facilitate classroom organization

Demonstrate on the chalkboard or overhead projector each alphabet stroke including direction, proportion, and placement on the line of writing

Emphasize to the student the importance of reading printed shorthand

Insist that all students participate in oral reading activities

Spell and read shorthand outlines aloud

Direct class to group learning, such as:

a. paced reading
   Students are instructed to read with the teacher, but are challenged to read as fast or faster than the teacher

b. unison reading

c. silent reading

d. chain reading

e. partnership reading

f. pressure reading
   As a variation to partnership reading, the teacher can set a reading goal and determine whether students meet that goal. Then the partners can alternate reading the same material, but each time the time limit is decreased. For example, the teacher might start with a 30 second time limit, and then decrease it to 25 seconds, 20 seconds, 15 seconds, and 12 seconds. The final time limit would be determined when no one in the class is able to meet the goal

Have students transcribe for 3 minutes, as rapidly as possible, from shorthand plates to check reading speed

Demonstrate correct notebook techniques (dated pages, crossed-out notes, elastic bands, leave space between letters, use folding device to locate the "special" quickly and flag or signal with red "special", turn up lower lefthand corner of pages for easy turning--

EVALUATION

There is a need for measurement of the student's progress. Learning theories tell us that knowledge of results is necessary to the student if he is to go forward.

At the end of each practice period or test, the shorthand student should know where he stands--whether he has made progress and if so, how much. The testing process in shorthand is actually the setting of higher and higher goals. The teacher must make certain each student is aware of the goal for which he is reaching. Charts are good here. For example: Keep a dictation letter chart on the wall to show the students what speeds have been passed. Fill in the squares as they accomplish or achieve each letter. The letter must be mailable.

Assuming that students must have knowledge of how they are progressing and that such knowledge implies measurement, the shorthand teacher might wish to include the following principles in the grading plan.

1. Work should be thoroughly taught before it is tested or graded.
2. Self-confidence comes first, skill building follows.

Check students while writing shorthand on proportion, joinings, phasing, and fluency.

Keeping in mind the great variety of differences existing between school situations and students, it is impossible to set a definite achievement standard for all situations. The following are suggested only as guidelines:

END OF FIRST SEMESTER - PLAN 1

	Percent of Grade
READING	10

Students read a short selection from homework notes.

120 wpm	A
100 wpm	B
80 wpm	C
70 wpm	D

THEORY QUIZZES	10

Ten-word quizzes taken from daily assignments including brief froms, vocabulary, and phrases.

DICTATION SPEED	30

Practiced material dictated for three minutes to be transcribed on the typewriter with a minimum of 97% accuracy (three takes are required to establish a grade.)

70 wpm	A
60 wpm	B
60 wpm for 2 min.	C

ACTIVITIES

right-hand corner for left-handed students). Left-handed students may turn book upside down

Stress good position: feet flat on the floor, body facing the desk with both arms on it, notebook in line with the right forearm

Emphasize maximum utilization of work space

Present one lesson from the text, or its equivalent, each day. Preview with the student each lesson before assigning it for homework. Homework practice should be extensive, varied, and well defined to the student. Records of individual reading rates will aid the diligent daily homework practice. Daily homework requirements should be sufficient to ensure progress toward standards

Emphasize the importance of theory

Drypen and pronounce words rapidly and accurately

Accompany each presentation of principles by chalkboard or overhead illustrations

Emphasize the importance of concentration and word retention

Pay particular attention to individual differences and work individually with these students using the many available audio-visual aids for assistance

Write a sampling of words on the chalkboard from the current lesson and the new lessons to be spelled and pronounced rapidly, repetitively, and accurately

Have students read in concert from the material written on the chalkboard or overhead or have students observe how the outlines are written and then write them several times in their notebooks, striving each time to improve their penmanship

Accompany each lesson by intensified reading and writing practice

Observe student's writing to ensure correct writing techniques

Stress proportion rather than size of characters

Write the shorthand outlines from teacher and/or tape dictation

Review brief forms:

a. Take from tape and/or teacher dictation
b. Identify from flash cards
c. Identify from overhead projector with transparencies
d. Identify from brief forms charts
e. Identify from skill builder

EVALUATION

TRANSCRIPTION RATE 20

Transcription from homework notes

28 wpm	A
24-27	B
19-23	C
14-18	D

CHAPTER TESTS AND QUIZZES 20

Average of tests and quizzes in spelling, vocabulary, proofreading, punctuation, and grammar

HOMEWORK AND LAB PRACTICE 10

Check homework daily

END OF FIRST SEMESTER - PLAN II

New material dictation (if introduced) for 3 or 5 minutes, transcribed with 97% accuracy:

A - three, 3-minute takes at 60 wpm
B - three, 3-minute takes at 50 wpm
D - three, 3-minute takes at 40 wpm

Practiced material dictation (if new material not introduced) for 5 minutes, transcribed with 97% accuracy:

A - three, 5-minute takes at 80 wpm
B - three, 5-minute takes at 70 wpm
C - three, 5-minute takes at 60 wpm

Transcription

A - 60 wpm take transcribed in 15 - 20 minutes
B - 50 wpm take transcribed in 15 - 20 minutes
C - 40 wpm take transcribed in 15 - 20 minutes

END OF THE SECOND SEMESTER

Percent of Grade

DICTATION SPEED 50

New material dictated for 3 minutes be transcribed on the typewriter with a minimum of 97% accuracy or mailable and transcribed in 20 minutes (3 takes are required to establish a grade).

100 wpm	A
90 wpm	B
80 wpm	C
70 wpm	D

ACTIVITIES

Use brief form flash cards for group or individual study

When teaching word families, instead of dictating or reading the words, write the word beginning or the word ending on the chalkboard. Let each student write in shorthand as many words as he can think of with the word beginning or word ending

Ocassionally, use word tests to check students progress

Introduce new material as soon as possible

Encourage the use of shorthand dictionaries

In the beginning work, time the dictation by the writing speed of the students, keeping just a little ahead of them

Use the tape recorder to free the teacher to observe students as they write

Preview words for all speed building activities

Use easy material for speed building. Writing simple words fast (they become automatic) gives more time to write hard words

Repetition, repetition, repetition is a major factor in building speed

Be sure students keep writing

Use a repetitive dictation plan employing the 20-word intervals (or the ½-minute speed forcing or ½-minute speed builder) for a period of 15 minutes a day during the first two or three weeks. Write from the homework lesson with the textbook open for immediate reference during the first weeks. Rates of dictation during these first weeks should be at a minimum of 60 words per minute and reach 120 to 140 words per minute at times on short spurts. (Books should be closed as soon as possible)

Use daily drills to force speed and accuracy, but not as a basis for grading

Dictation practice periods should exceed the testing rates for the week by approximately 20 to 40 words per minute. Speed spurts should be followed immediately by dropping back to a slower rate to regain controlled writing

Use alternate dictation plans depending on goal. According to Allien R. Russon in Methods of Teaching Shorthand, pages 26-28, the following plans are good skill-building activities:

EVALUATION

TRANSCRIPTION RATE 10

Transcription from homework notes

35 wpm A
31-34 B
26-30 C
21-25 D

COMPLETE THEORY 20

CHAPTER TESTS AND QUIZZES 10

Average of tests and quizzes in spelling, vocabulary, proofreading, punctuation, and grammar

HOMEWORK AND LAB PRACTICE 10

Check homework daily

ONE-MINUTE PLAN

1. Preview one-fourth of a 5-minute dictation take. The preview words are written on the chalkboard, and the students read each word as it is written. The teacher may also dictate the preview and ask the class to write each word as many times as possible before the next word is dictated.

2. Dictate for one minute at 20 words below the average of the class. If the class average is 80 words a minute, dictate the first try at 60 words a minute.

3. Second, start over and dictate for one minute at 80 words a minute

4. Begin again at the beginning and dictate for one minute at 100 words a minute.

5. Begin at the beginning once more and dictate for one minute at 120 words a minute.

6. Finally, start at the beginning and dictate for one minute at the second speed, in this case at 80 words a minute.

7. Ask one of the students to read back any one of the five takes he wishes. Most students will read back the last speed dictated, but faster students may wish to read back their fastest take. It is good teaching psychology to give the student a choice as to which take he reads. No particular notice is taken of the speed chosen; all students are given the same encouraging comment whether they read the 60 word a minute take or the 120 word a minute take. The encouraging comment may be "Good", "Very good", and any other words of commendation desired. If the student has trouble reading back his notes, the teacher prompts without comment.

There will usually be time to repeat these seven steps with the second fourth of a 5-minute take. The next day the remainder of the take is practiced in this manner. Finally, the entire take is dictated at the second speed.

INVERTED-PYRAMID PLAN

A dictation plan that builds accuracy as well as speed is the inverted-pyramid plan. First the entire letter is previewed. Then (assuming the class is working for 80 words a minute) the plan proceeds as follows:

1. The first 60 words are dictated at 60 words a minute.

2. The same 60 words are dictated at 80 words a minute; then, without pausing, the second minute is dictated at 60 words a minute.

ACTIVITIES

3. Next, the first minute is dictated at 100 words a minute; the second minute is dictated at 80 words a minute; and the third minute is dictated at 60 words a minute, all without pausing.

4. Again starting over, the first minute is dictated at 120, the second at 100, the third at 80, and the last minute at 60 words a minute.

Reading back may be on a volunteer basis, the teacher asking, "Who would like to read the first part of the last take?" and so on. The inverted-pyramid plan is used about one-fourth of the time, as the teacher desires. This plan seems to build self-confidence. The inverted-pyramid plan is shown here in graphic form:

	1st Minute	2nd Minute	3rd Minute	4th Minute
1	60			
2	80	60		
3	100	80	60	
4	120	100	80	60

The inverted-pyramid plan is rather difficult for the teacher to dictate and should be practiced until it can be done well.

PROGRESSIVE PLAN

The progressive plan is designed for occasional use. It is particularly useful just before dictation speed takes for transcription. After previewing an entire 5-minute take, the teacher dictates each minute at a faster rate, without pausing. If the class is around 80 words a minute, the teacher dictates continuously as the speeds change, as follows:

Minute	Speed
1	60
2	80
3	100
4	120

The dictation in the progressive plan is seldom read back since its main usefulness is for warm-up before transcription dictation.

REVERSE PLAN

The reverse plan is the opposite of the progressive plan. This plan is used occasionally the second year. No preview is given; and the teacher dictates continuously, starting at the highest speed. After the dictation, the difficult words are written on the chalkboard as a sort of postview. The reverse plan is shown here:

ACTIVITIES

Minute	Speed
1	120
2	100
3	80
4	60

Dictate to the students at a higher speed on practiced material than on new material

Require students to determine the paragraphing and punctuation of dictated material

Practice good typewriting techniques and posture

Transcribe at the typewriter

Have notebook standing up or on copyholder when transcribing

Organize materials and work station

Use the four point plan for training students in transcription:

1. Transcribe perfect notes from the textbook after writing the material several times from dictation
2. Transcribe from copied notes the material in the textbook
3. Transcribe practiced material from notes (book closed)
4. Transcribe new material from notes

Ocassionally after finishing dictation, ask the students to turn back to a letter given on a certain day and type it. This gives practice on cold notes and it shows the need for dating work

Discuss letter styles, placement, and the importance of follow through on instructions

Discuss the placement of the letter in relation to the shorthand notes

Emphasize at all times correct punctuation, vocabularly, spelling, and word division

Discuss types of reference materials and procedures for use

Have students proofread all material that is handed in

Emphasize the importance of proofreading

Insist that students correct errors expertly

Instill an appreciation for excellence

ACTIVITIES

Coordinate shorthand with other classwork whenever possible. Take notes in outside activities and transcribe them for practice

Emphasize the importance of mailable copy

Challenge the students with new goals

Perform shorthand activities with an attitude of appreciation for the importance of shorthand as a communication tool

Practice character traits such as initiative, good judgment, integrity, cooperation, etc.

Visit a secretary on the job

Invite a secretary to be a guest speaker

Use films, guest speakers, field trips, and publications to develop an awareness of the business world

Produce mailable copy

Suggested sequences of learning activities at various levels of shorthand instruction are:

1. Theory cycle, first semester shorthand:

   --Warmup activities
   --Review word lists from previous homework by dictating words rapidly, spelling where necessary
   --etc.

2. Speed building and transcription cycle; second semester shorthand:

   --Warmup activities, such as writing from tapes or records, transcribing from text or homework, or reading from text, from homework, or from special material on the blackboard
   --etc.

3. Testing, first-year shorthand:

   Testing activities at regularly scheduled intervals may be substituted for the theory, or the dictation and transcription activities

Save timed writings from typewriting class for self-dictation practice. Write shorthand outlines above the lines of type

Play a shorthand game entitled,"What do we eat on Christmas?" (or any other holiday). Good Christmas words, of course would be turkey, squash, stuffing, cranberries, etc. The words are written in shorthand on flash cards. With each word, a team scores a point when one of its members first identifies the food in question

ACTIVITIES

Divide the pupils into teams for a song contest. Each pupil is given a slip of paper on which there is a number and a word in shorthand. The words, in each case are from the first line or the title of a song the students all know. The object of the game is to see which team can first unscramble its title or song. For Christmas, of course, carols would be very appropriate.

Select a picture that has a great many details. Hold the picture up so the students can study it for a few minutes. Then without looking at the picture, the students are to list in shorthand as many things as they remember seeing in this picture. This is a good memory drill.

Play an auctioning flash-card game. Words, phrases and short sentences are written in shorthand in large outlines on cards. The teacher displays the cards one at a time and "sells" them to the first pupil called upon who gives a correct reading. The pupil who is able to "buy" the largest number of cards then auctions his group of cards to the rest of the class. Thus the sale continues until the teacher considers the day's drill sufficient.

Use the chalkboard to create motivation and "mental set" before the tardy bell sounds. Place on the chalkboard a joke, poem, remark, greeting (written in shorthand, of course). Upon entering the room, the students should be instructed to transcribe the shorthand outlines. By the time class begins, the students should have already begun to "think" shorthand.

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RECOMMENDATIONS

1. To enroll in Shorthand I, the student should have had one year of typewriting or be currently enrolled in typewriting.

2. All shorthand classes should be equipped with typewriters or have access to them.

3. The student should have a minimum grade of C in English to enroll in either semester of shorthand.

4. The student should have a minimum grade of C in typewriting to enroll in shorthand.

5. No student should enter shorthand after more than 3 days have elapsed without permission from the teacher.

6. Students should receive adequate counseling concerning the course content and requirements.

7. The shorthand room should be equipped as follows:

    1. Tape recorder and tapes, record player and records, cassette players and cassette tapes, or a shorthand lab

    2. Overhead projector and screen

    3. Minimum of one shorthand dictionary for every ten students

    4. Standard dictionaries

    5. Secretary or stenographer's reference manuals

    6. Word division manuals available for all students

    7. Stop watch and time clock

    8. Chalkboard

    9. Adequate dictation material

Shorthand II

GOAL: The Shorthand II student should combine the skills of shorthand, typewriting, English usage, spelling, and related learnings for personal or vocational use.

OUTLINE OF CONTENT	OBJECTIVES
I. SHORTHAND THEORY REVIEW AND DEVELOPMENT OF SKILL	The Shorthand II student will:
A. Improvement of Outline Construction B. Building Shorthand Skill C. Expansion of Shorthand Vocabulary Terms and Development of Phrasing Skills D. Recall Drills E. Common Prefixes and Suffixes F. Word Families	increase the basic skills in writing and reading shorthand read rapidly, accurately, and fluently from shorthand plates, homework notes, and self-written dictated notes apply theory principles to write new words of average and above average difficulty accurately and with good proportion without hesitation
II. DICTATION	increase usage and understanding of words
A. Speed Building B. Office Style	take dictation at acceptable rates maintaining good writing techniques under stress
III. TRANSCRIPTION	apply shorthand theory in new material dictation
A. Review Basic English Skills 1. Punctuation 2. Spelling (marginal spelling, spelling reminders, similar words, spelling families) 3. Grammar 4. Word division 5. Capitalization 6. Composing and editing	record office style dictation at different rates and with varying changes and interruptions for a sustained time period apply the fundamental skills in spelling, sentence structure, word division, capitalization, punctuation, expressing numbers, etc.
B. Review Use of Dictionary, Reference Books, Reference Files, and Secretarial Handbook	compose usable letters at the typewriter use the dictionary and other reference books effectively
C. Review Typewriting Skills 1. Letter styles and manuscript forms 2. Proofreading 3. Corrections	apply basic skill in typewriting with increasing proficiency know letter styles, manuscript forms, and placement of each proofread all material handed in
D. Refinement of Transcription Skills 1. Typing from shorthand notes: a. homework b. plates c. dictation 2. Placement of letters by judgment 3. Mailable transcripts	demonstrate good correction techniques correlate typewriting with the reading of shorthand notes apply typewritten transcription skills rapidly and correctly to various problems solve transcription problems, inserting appropriate words for indistinct outlines, and correcting dictation errors when necessary transcribe mailable letters at acceptable rates of production
IV. DESIRABLE WORK HABITS AND ATTITUDES	practice good work habits using time and motion economy in handling equipment and materials apply decision making to office tasks practice traits such as tact, loyalty, honesty, integrity, cooperation, dependability, initiative, neatness, etc.
V. CAREER OPPORTUNITIES IN SHORTHAND	

ACTIVITIES

Review the principles of basic shorthand

Discuss objectives and give overview of the course

Review theory--students read orally brief forms in the back of book

Review phrasing, word beginnings and endings

Present lesson--students read theory with key covered

Discuss homework assignment--theory words and reading and writing practice

Write instructions on the chalkboard in shorthand

Discuss the importance of a good business vocabulary

Time rate of reading from homework

Emphasize correct writing position

Write on the chalkboard a word beginning or ending and have students write in shorthand as many words as possible in a given time

Write shorthand symbols over articles in newspapers and magazines for self-improvement (timed writings may also be used)

Take notes on news, television programs, etc.

Practice writing difficult words from preview

Demonstrate on the chalkboard or overhead projector for preview (emphasis on postviewing during second semester)

Dictate new material with preview of words at speeds according to the time of year and ability of medium of class; timed transcription for 20 minutes; 30 minutes, 40 minutes

Use skill building plans, such as the reverse dictation, one minute speed forcing, stair step, and 3 x 4 dictated 20-40 words above the rates expected on dictation test (dictate at slower rates for control)

Encourage students to write something for every word

Dictate material of increasingly more difficult sentence structure

Dictate and have students transcribe a letter for the teacher and mail the best letter

Require the students to determine for themselves the paragraphing and punctuation of all dictated material

Explain office style dictation

Vary dictation speeds for office practice

EVALUATION

Emphasis on desired objectives--speed in writing shorthand, and production of mailable transcripts

PLAN I

Speed--first semester

90 - 100 words per minute on three-minute unfamiliar and unpreviewed material, mailable copy--attained on three different dictations

Speed--second semester

110 - 120 words per minute on three-minute unfamiliar and unpreviewed dictation, mailable copy--attained on three different dictations

Production--thirty minutes daily

Production grades are computed daily and recorded on a teacher-prepared sheet recording the average words per minute typed and the points for mailable or perfect letters. This sheet is used for a full week. The average words per minute and the points for mailable or perfect letters are added together--add the w.p.m. twice and the total points to arrive at the total number of points for the week. Teacher assigns a letter grade according to ability of class and records as week's transcription grade.

The following scale is used for production:

No. of Words	Perfect	Mailable
Up to 125	2	1
126-250	4	2
251-375	6	3
376-500	8	4

The speed used for dictation is decided by the teacher according to the time of year and the ability of class.

Weekly transcription grades and the speed grade are averaged for final grade, giving 60 per cent creidt for speed, and 30 per cent credit for weekly production grade, and 10 per cent credit for homework.

Homework is checked each day. If late, the homework could be doubled to get full credit.

OBJECTIVES

be aware of the duties and responsibilities of working in an office

demonstrate an awareness of the world of work

be aware of career opportunities

ACTIVITIES

Dictate material with errors in it; give points for finding errors

Dictate under pressure: noises, standing, without desk, interruptions, etc.

Invite administrators, teachers, and area business people to assist in dictation of new material

Use records and/or tapes for individual differences

Review grammar

Emphasize punctuation, word division, spelling, vocabulary, and English usage

Encourage the students to write the correct spelling of a word missed until they know it; provide rules of spelling

Compose an answer to a letter from the previous day's homework

Write short essays, magazine articles, and stories in shorthand for extra credit

Keep a diary in shorthand

Assign exercises in using dictionary for word division, spelling similar words, and definitions

Discuss types of reference material and procedures for use

Pretest with 3 or 5 minute speed tests to determine competency in typewriting

Emphasize good position at the typewriter

Use direct dictation at the typewriter

Emphasize correct typewriting and machine operations

Practice typing skill with straight copy, timings, perfect paragraph, skill practice, etc., as is necessary

Discuss manuscript forms, letter styles, and placement of each

Post display letters, envelopes, and manuscripts if available, or use typewriting book to point out different styles

Discuss mailable letters and perfect letters

Justify mailable letters from the employer's point of view

Insist that students proofread before the material is removed from the typewriter (Proofreading must become automatic)

Check the students' work just as soon as they hand it in--let them watch you check it

Allow the students to check their own work

EVALUATION

PLAN II

	Percent of Grade
End of First Semester	
DICTATION SPEED: New material dictated for three minutes to be transcribed on the typewriter with complete mailability	
A = 110 wpm B = 100 wpm C = 90 wpm D = 80 wpm	50
TRANSCRIPTION RATE: Transcription from homework notes	
A = 40 wpm B = 36-39 wpm C = 30-35 wpm D = 25-29 wpm	20
CHAPTER TESTS AND QUIZZES: Tests and quizzes on theory, spelling, vocabulary, proofreading, punctuation, and grammar	20
HOMEWORK AND LAB PRACTICE	10
End of Second Semester	
TRANSCRIPTION RATE FROM HOMEWORK NOTES:	
A = 55 wpm B = 50-54 wpm C = 45-49 wpm D = 40-44 wpm	30
CHAPTER TESTS AND QUIZZES: Tests and quizzes on theory, spelling, vocabulary, proofreading, punctuation, and grammar	20
DICTATION SPEED: New material dictated for three minutes to be transcribed on the typewriter with complete mailability	
A = 120 wpm B = 110 wpm C = 100 wpm D = 90 wpm	40
HOMEWORK AND LAB PRACTICE	10

ACTIVITIES

Guide students to evaluate their own work

Review with the students good correction techniques including spreading, squeezing, and aligning

Transcribe under time for three minutes from homework notes for emphasis on good proportion and correctly written notes

Transcribe from cold notes, and notes containing errors in dictation

Dictate new material at appropriate speeds to be transcribed for mailable copy

Prepare a bulletin board illustrating letterheads, onionskin, large and small envelopes, interoffice memos, notebooks, erasers, masters, stencils, etc.

Use bulletin boards to show progress in dictation and transcription

Encourage the use of reference manuals and other handbooks to guide students in further developing and refining transcription skills

Dictate material with errors and/or omissions for transcription

Emphasize the importance of reading for meaning

Increase production of mailable letters gradually

Encourage organization--set up a model desk with materials and supplies arranged in an efficient manner

Discuss importance of economy of time and materials

Discuss job priorities and decision making

Emphasize the importance of employee attitude

Discuss the positive personality

Cite illustrations demonstrating the importance of responsibility

Discuss and have students fill out self-evaluation sheets for personal characteristics

Ask each student to choose his weakest personality trait and attempt to improve in this area for one week

Assign students to prepare bulletin boards illustrating office attire

Use field trips, films, tapes, speakers, etc., to acquaint students with the world of work

Discuss proper dress, manners, posture, speech, and poise necessary for a successful interview

Interview and observe a secretary on the job

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Business Machines

GOAL: The Business Machines student should demonstrate basic skills in the use of adding and calculating machines necessary for employment.

OUTLINE OF CONTENT	OBJECTIVES
I. INTRODUCTION	The Business Machines student will:
II. PRETEST	determine his/her strengths and weaknesses in mathematics
III. MACHINE OPERATION PROCEDURES A. Correct Hand Position for Home Keys B. All Other Number Keys C. Basic Operational Keys	master the touch system on the 10 key adding machine
IV. PROBLEM SOLVING A. Addition Problems B. Subtraction Problems C. Multiplication Problems	demonstrate a knowledge of the three fundamentals--addition, subtraction, and multiplication on the 10 key adding machine

ACTIVITIES	EVALUATION
Discuss the objectives of the course with the students	
Use a pretest	Evaluate the pretest in order to meet the needs of each individual student as the program for the year is planned
Controlled reading projector Flash cards Short timed drills over familiar material Teacher constantly moves among students assisting them and observing machine operation	Show of hands Obtain an average of 90% accuracy at 100 strokes per minute on selected speed drills Teacher observation
Use simple series of problems to demonstrate machine operations for addition, subtraction, and multiplication Introduce subtraction emphasizing entering the minuend as a positive and the subtrahend as a negative Explain proof of subtraction problems by sub-totaling for remainder and adding subtrahend to prove back to minuend Use chalkboard or overhead projector display of the appearance of the tape after a multiplication problem is completed Prove correct multiplier--two suggestions are presented 12 x 123 12 count from last entry 12 2 zeros as 100 each entry 12 1 zero as 10 each entry 120 no zeros as units to count 120 multiplier 1200 12 x 13 100012 index 1000 before multipli- 100012 cand. Multiplier will be 100012 separated from product by 1000120 2 zeros 1300156 T	Test for 100% accuracy with proof of problems, but no time limit

OUTLINE OF CONTENT	OBJECTIVES
V. BUSINESS PROBLEM SOLVING A. Fractions B. Decimals C. Percentages	read and follow directions demonstrate a knowledge of the relationship between fractions, decimals, and percentage
VI. NUMERATION WITH VARYING DECIMAL PLACES	round figures to a given number of decimal places
VII. PROBLEM SOLVING A. Division of Whole Numbers B. Division of Decimals	divide using reciprocal division
VIII. PROBLEM SOLVING Credit Balance	identify and work with credit balances
IX. BUSINESS FORMS A. Banking Forms 1. Checkbook 2. Bank statement 3. Bank reconciliation statement 4. Notes B. Sales Tickets and Invoices 1. Extensions 2. Terms 3. Discounts	exhibit skills in working with business forms

ACTIVITIES	EVALUATION
Emphasize the importance of following directions correctly Demonstrate with actual change, overhead projector, chalkboard or other visual means Money: 1. Fractional part of a dollar 2. Decimal part of a dollar 3. Percent of a dollar The Proverbial Pie Explain the mathmetical procedure for converting a fraction to a decimal to a per cent	Teacher prepared test
Use: Drill sheets Chalkboard and other visual demonstration Permanent wall charts stating rules on rounding decimals	Teacher prepared and standardized test
Define reciprocal Demonstrate use of reciporcal table Show relationship between divisor and the reciprocal of that number by visual example Problem solving	Show of hands
Explain the meaning and use of balances 1. True credit balance 2. Complementary total, i.e. 9,999,995.45	Teacher observation Completed usable forms Oral and written testing
Use: Field trip to a bank Making change and counting money Speaker from credit agency Actual forms for student use Problem solving	Standardized test

OUTLINE OF CONTENT	OBJECTIVES
X. PROBLEM SOLVING A. Calculating Markup and Markdown B. Calculating Increase and Decrease C. Computing Dividends and Commissions	use percentages in business problems
XI. PROBLEM SOLVING Proration	prorate an amount in relation to the integral parts
XII. POSTEST	be aware of his/her degree of mastery of the first ten steps of the Outline of Content
XIII. PROBLEM SOLVING A. Multiplication B. Division	use effectively all automatic keys on the ten key calculator
XIV. MACHINE OPERATIONS	demonstrate the ability to use various models of machines in working with the same type problems index figures on the full key keyboard
XV. BUSINESS RECORDS A. Invoices B. Sales Tickets C. Payroll D. Filing E. Family Budgeting	apply the basic skills in job production work
XVI. PERSONNEL CHECKLISTS A. Grooming B. Office Behavior	demonstrate personal qualities of good business behavior

ACTIVITIES	EVALUATION
Have students: Price merchandise Compare business trends of two different time periods Solve problem View films	Standardized and teacher prepared tests
Visual aides to show proportion such as store floor plans Problem solving	Base the post test on accuracy and speed and adapt to classroom situation weighting accuracy two to one over speed
Evaluate the basic skills covered in the first ten steps of the Outline of Content	Teacher observation Testing for accuracy
Use problems dealing with discount, percentages, interest, prorating, markup, markdown, etc.	Teacher observation for correct reaches on the keyboard Testing for proper operation of each machine
Rotate the class to various machines	Evaluating finished practice set and testing
Use practice sets	Self-evaluation form
Use: Speaker from personnel office of a local business Film A week of emphasis on proper grooming and behavior for an office situation	Teacher observation

RECOMMENDATIONS

1. Twenty students per class.

2. Student load should never exceed equipment available.

3. A minimum of two spare machines for use while regular machines are being repaired.

4. Business machines should be limited to juniors and seniors only.

5. The room should be equipped with proper wiring and desk facilities to accomodate each student allowing them to face the teacher.

6. Visual screen treated for daylight viewing and overhead projector.

7. Preplan the class organization on a rotation basis to allow every student equal time on each machine.

Business Mathematics

GOAL: The Business Mathematics student should refine and develop mathematical skills for personal and vocational use.

OUTLINE OF CONTENT

A Business Mathematics course should contain sections designed to develop mathematical skills with integers, common fractions, mixed numbers, decimals and percentages. The four fundamental processes of (1) addition, (2) subtraction, (3) multiplication, and (4) division should be thoroughly reviewed and stressed.

The Business Mathematics course should teach the student to apply mathematics skills to solving of word problems.

Analyze the problem carefully

Arrange the work in a logical and systematic order

Strive for accuracy and speed in making computations

The Business Mathematics course should teach the student to apply what he has learned to both business and personal situations.

I. BUSINESS APPLICATIONS

- A. Payroll Records
- B. Sales Records
- C. Banking Records and Charges
- D. Inventory Records
  1. Purchases
  2. Sales
  3. Turnover
- E. Retail Situations
  1. Pricing
  2. Markup and markdown
  3. Price coding
- F. Depreciation
  1. Principal methods of figuring depreciation
- G. Financing and Finance Charges

II. PERSONAL APPLICATIONS

- A. Personal Money Records
  1. Check stubs
  2. Receipts
  3. Bank statements
- B. Personal Income
  1. Salary
  2. Profits
  3. Rents
  4. Interest
- C. Budgeting

OBJECTIVES

The Business Mathematics student will:

perform the four fundamental processes accurately and with reasonable speed

demonstrate ability to apply practical shortcuts in calculations

analyze problems and separate into individual parts

read, interpret, and solve word problems correctly

use knowledge gained in the course to solve business related problems

relate problems of consumers to the knowledge gained in the course

make use of knowledge gained in personal use situations

be able to interpret tables, charts, graphs, etc., which contain mathematical information

ACTIVITIES

Use chalkboard to demonstrate methods of working problems and to illustrate related material

Introduce new material and present method of solving, followed by "tie-in" with previous material

Use mathematical games or current event material which illustrate lessons taught

Illustrate business forms that use business mathematics

Illustrate and give sample problems from employment and Civil Service tests

Provide ample problem assignments to reinforce learning

Drill and practice with students on an individual basis during class periods and other times if possible

Use humorous stories or cartoons that illustrate the point under discussion

Have supplementary material available for faster students

Utilize more advanced students to help other students who need more individual attention. Both can profit from this approach

Relate community happenings and activities to lesson material when feasible

Have outside speakers who are experts in their fields; bankers when studying interest, tax accountants when taxes are the subject, etc.

EVALUATION

Tests:

1. Standardized or self made "pre" test to determine student competency at entrance level
2. Tests at appropriate times to evaluate learning of material covered in class
3. Periodic comprehensive type tests to evaluate retention and progress
4. Final examination over all material covered in the course
5. Prepared employment tests or examples of employment tests

Assignments:

1. Daily class assignments and/or homework covering new material
2. Project type assignments

   Interviewing businessmen on certain topics
   Surveying businesses: for example when studying markups, how many businesses in the community base markups on cost.
   Collecting data from consumers as to price preference, credit charges, budgeting, etc.

3. Short quizzes (may be graded in class by students)
4. Workbook assignments

Class participation:

1. Oral discussion and questioning
2. Demonstrating problem solutions for class
3. Attitudes and enthusiasm

Grades obtained on graded material

Follow-up (when possible) on how much use of material students make after having had class.

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Textbooks:

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Fairbank, Piper and Gruber, Mathematics for the Consumer, Cincinnati: South-Western Publishing Company, 1971

Gossage and Briggs, Mathematics Skill Builder, Third Edition, Cincinnati: South-Western Publishing Company, 1969

Huffman, Twiss, and Whale, Mathematics for Business Occupations, Third Edition, McGraw-Hill Publishing Company, 1968

Johnson, Skeen and Wheeler, Mathematics with Business Applications, Menlo Park, California: Addison Wesley Publishing Company, 1969

Morrison, Business Math Skills, New York: Gregg Division, McGraw-Hill Publishing Company, 1972

Rosenberg, Business Mathematics, New York: Gregg Division, McGraw-Hill Publishing Company, 1970

Rosenberg and Sexton, Business Mathematics on the Job, New York: Gregg Division, McGraw-Hill Publishing Company, 1969

Various workbooks accompany the above publications.

Source Data:

Materials:

1. Textbook
2. Workbook (if available that correlates with text used)
3. Chalkboard easily viewed from all parts of the room
4. Overhead projector
5. Opaque projector
6. Adequate work space, preferably individual tables
7. Evaluation material

   Tests
   Quizzes
   Problem assignments

8. Transparencies

   Commercial (correlating with text)
   Teacher made
   - Problems using advertisements
   - Cartoons illustrating a concept
   - Handmade solutions to problems

Accounting I

GOAL: The Accounting I student should acquire the basic principles and concepts of accounting necessary to perform basic accounting functions in a small proprietorship (service or retail) as well as specific accounting areas under an accountant and have a good understanding of the position in the total accounting system.

OUTLINE OF COURSE	OBJECTIVES
I. INTRODUCTION	The Accounting I student will:
A. Place of Accounting in Relation to Business World	recognize the relationship of accounting to the total business society
B. Accounting as a Profession	recognize and appreciate the American economic system
C. Accounting Equation 1. Definition of terms 2. Relation of equation to actual picture of a business	identify good business and accounting ethics and procedures
II. DEVELOPMENT OF ACCOUNTING EQUATION IN RELATION TO A SERVICE ORGANIZATION (SINGLE-PROPRIETORSHIP)	possess basic vocational skills and knowledge so that they may be satisfactorily employable in accounting related areas.
A. Debits and Credits 1. with relation to equation 2. Introduction to accounts	acquire a basic foundation in accounting for further study in the area
B. Business Transactions and Original Business Documents	demonstrate good work habits--accuracy, legibility, neatness, promptness, and thoroughness
C. General Journal and Journalizing Transactions	possess the mechanics of accounting and understand the logical structure and the reasoning process for accounting
D. General Ledger and Posting Process	identify the basic accounting equation
E. Balancing Accounts and Trial Balance	recognize the concept of equity and liability and how they are a means of accomplishing the equality of the equation
F. Worksheet Preparation 1. Trial balance 2. Income statement 3. Balance sheet	journalize transactions in a situation where there is only one journal as well as where there are two or more special journals
G. Formal Financial Statements 1. Income statement 2. Capital statement 3. Balance sheet	post from the journals to the general ledger as well as subsidiary ledgers (specifically the accounts receivable ledger and the accounts payable ledger)
H. Closing Entries--Closing Process and Posting	carry out major/office-type accounting analysis to arrive at formal financial statements and completing the accounting cycle for the fiscal period
III. BUSINESS SIMULATION (SERVICE ORGANIZATION)	a. Balancing accounts in the ledger b. Preparation of the worksheet c. Preparation of formal statements from worksheet d. Journalizing and post-closing entries e. Preparation of a post-closing trial balance
IV. EXPANSION OF ACCOUNTING SYSTEM--SERVICE ORGANIZATION (SINGLE-PROPRIETORSHIP)	process a basic payroll system for a service business
A. Peculiarities of Service Business 1. Inventory 2. Assets items	recognize the various kinds of accounting systems
	identify a particular business according to the kind of accounting it uses
	identify the various kinds of accounting records

ACTIVITIES

Discuss the meaning and purpose of accounting

Discuss the objectives of the course with the class

Introduce each new topic before assigning it to be studied

Encourage class participation

Avoid "yes" or "no" answers unless followed by "why"

Create, as much as possible, a real business situation. It is suggested that one of the business simulation sets (practice sets) contain the original business documents for the transactions

Use overhead or opaque projectors to illustrate how problems should be worked; also use for illustration of correct solution for assignments so that students can determine that they are working their problems correctly

Use the bulletin board, charts, etc., to enrich the learning activity taking place in the classroom

During income tax season, obtain the student learning materials from the internal revenue service, and help students learn how to fill out basic tax returns. This material contains short problems, and should be of interest to all of your students

Emphasize the need for complete records to fulfill tax requirements

During the unit on data processing, have a representative from one of the manufacturers come to speak to the class. Most of the manufacturers have representatives who are glad to present information on data processing. Call a representative's office nearest you, and they will be glad to assist you

Encourage students to visit some accounting offices or departments of local firms. If they can obtain copies of forms that are being used, prepare a bulletin board. This makes the course more realistic when they realize that they are studying areas that are being dealt with every day in a business

Field trips are ideal--local businesses, banks, etc.--Be sure to discuss how what you are learning relates to the field trips. This is particularly meaningful, the day after the trip. There should be some preparation for the field trip also

Film strips and slides are available in various areas. These are good for further study in difficult areas. A few movie films are available in a limited number of subjects

EVALUATION

There are many methods of evaluation. The following are some suggestions that might be considered:

Assignments both in class and outside should be significant, and should be considered in grade determination.

1. This does not mean that each problem should be graded.
2. It is suggested that problems be given points.
   Two points if handed in complete and on time.
   One point if handed in incomplete or late.
3. The student can learn by verifying his/her work with teacher's solution or from discussion in class about the material. Students learn by making their own corrections.
4. In some situations, a student having difficulty, may gain new insight by working with a fellow student who understands the material.
5. With emphasis on working to gain knowledge and with the point system suggested in "2", there is accomplishment by all students.

Standardized tests and study guides are good for comprehension of theory and for short reviews.

1. Tests or guides may be filled out as text material is read.
2. Tests or guides may be used as tests; however, many standardized tests and study guides are very detailed, and tend to require memorization rather than understanding of the material. (If used for testing, do not necessarily consider test norms, use some teacher judgment.)

Teacher prepared problem tests are important for determining students ability to apply what he/she has been learning in working problem material. (Some publishers supply teachers with excellent problem tests.)

Teacher objective tests are often valuable for emphasis on understanding theory and accounting terms.

Business simulation sets (practice sets or comprehensive problems) should be evaluated and given sufficient weight to merit a student's best efforts. Suggestions for evaluation:

1. Provide check figures for the student at various stages of progress.
2. Give a survey test over the set when completed. Student uses his/her completed set to answer questions.
3. Have a check sheet for all major requirements. Thumb through set and check off each requirement accomplished by the student.
4. Total evaluation may be a combination of the survey test and check sheet results.

OUTLINE OF CONTENT

G. Worksheet
   1. Trial balance
   2. Adjustments
   3. Financial statement sections
H. Formal Financial Statements
   1. Income statement
   2. Capital statement
   3. Balance sheet
I. Journalizing and Posting Adjusting Entries
J. Journalizing and Posting Closing Entries
K. Post-Closing Trial Balance

V. BUSINESS SIMULATION SET (RETAIL ORGANIZATION)

IV. SPECIAL EMPHASIS AREAS

A. Cash Analysis
   1. Handling of cash
   2. Writing of checks
   3. Relation of banks and businesses
   4. Bank reconciliation statement
   5. Petty cash
B. Payroll
   1. Calculation of payroll--individual and total
   2. Taxes withheld
   3. Payroll taxes paid by employer
   4. Payroll records
   5. Reporting of payroll taxes
C. Accounts Receivable
   1. Bad debts
   2. Valuation of accounts receivable
D. Plant Assets
   1. Cost
   2. Depreciation
   3. Disposition
E. Notes
   1. Receivable
   2. Payable
   3. Interest--income and expense
F. Income Tax
G. Deferrals and Accruals

VII. DATA PROCESSING SYSTEMS

A. Introduction to Business Data Processing
B. Language
C. Manual and Mechanical
D. Unit Record
E. Electronic Computer

ACTIVITIES

Use newspaper, advertisements, pamphlets, etc, to make students aware of careers in accounting

Take full advantage of career days or week--most accounting departments at colleges and universities are willing to provide speakers to talk with students. Also, there are a number of speakers with accounting organizations that are available for speaking engagements.

Encourage students to become involved in Junior Achievement. Have a speaker from the organization to come visit your class. This organization is an excellent way for the students to obtain some experience in a simple business organization

Accounting bingo and crossword puzzles are good for review

Group activities are beneficial. Divide the class into groups and have a contest. This is good review. In place of a spelling bee, have an accounting terminology quizz; such as definitions, spelling, etc.

Encourage students to work in the school office where they can assist in record keeping, etc., or with various organizations on campus to help them keep adequate records

Emphasize the importance of desirable attitudes, personal resourcefulness and self-reliance

EVALUATION

Special projects should be encouraged for all students.

1. Assign problems for all class members to work; then assign bonus problems for extra credit.
2. Good students may work extra simulation sets or do special reports in special areas of interest, or special room projects, such as bulletin boards, etc.
3. The underachiever may be encouraged to relate accounting to some area of interest, maybe a family simulation set; relate accounting to a hobby or vocational area; they may also be interested in a bulletin board project showing these relationships.
4. This does not mean that the average student is left out. He/she may become involved in similar projects suggested for both above groups. The teacher should be interested in making the course relevant and interesting to all levels of student accomplishment.

Possible considerations for weighting activites in grade determination:

Problems and other assignments	20%
Standardized tests and study guides	15%
Teacher prepared tests--both problem and objective	25%
Business simulation sets	30%
Extra projects	10%

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Boyton, Lewis D., Carlson, Paul A., Forkner, Hamden L., and Swanson, Robert M. Century 21 Accounting. Cincinnati: South-Western Publishing Company, 1972.

Freeman, M. Herbert, Hanna, J. Marshal, Kahn, Gilbert, and Weaver, David H. Accounting 10/12. New York: McGraw-Hill Book Company, 1973.

Supplemental Materials

Student:
- Working papers and study guides
- Business simulation sets
- Dictionary of accounting terminology

Teacher:
- Teacher's reference guide
- Printed tests
- Teacher's keys for business simulation sets and tests
- Accounting wall charts
- Filmstrips with sound
- Transparencies
- Monographs
- Cassette tapes

Source Data

Internal Revenue Service (free booklets on income tax)
Contact office nearest you for guidance

International Business Machines (free films and speakers)
Contact office nearest you for guidance

Modern Talking Pictures Services (free films)
1411 Slocum Street, Dallas, Texas 75207

Oklahoma Society of Certified Public Accountants (speakers, pamphlets, films), 265 West Court, Lincoln Office Plaza, 4545 Lincoln Boulevard, Oklahoma City, Oklahoma 73105

Social Security Administration (free information on social security)
Contact office nearest you for guidance

Southwestern Bell Telephone Company (free films and speakers)
Contact office nearest you for guidance

RECOMMENDATIONS

First year of accounting should be offered at the junior or senior level unless two years of accounting are being offered, then the first year may be offered at the sophomore level.

It is suggested that student have business mathematics before or concurrently with accounting.

Identify the high school course as accounting rather than bookkeeping--tends to attract more male students and the course is introductory accounting.

Accounting should be offered to the average or above average student.

Student should receive adequate counseling before entering the course as to course content and requirements.

Business simulation sets (practice sets or comprehensive problems) are a must for proper correlation and comprehension of accounting data.

1. Minimum of two should be used per year
2. Better students, may work three or more
3. Poorer students, may complete a family oriented set

Proper working papers must be provided for students--realistic forms are needed. It is not fair to the student to have him draw his own forms. Each text publisher provides a complete set of working papers to accompany the text.

Recommended:

1. Flat top tables--approximately 36 inches long and 22 inches wide
2. Adding machines--ideally one machine for every two or three students
3. Pencil sharpeners in room
4. Overhead projector and screen
5. Transparencies--problem solutions and illustrative data
6. Chalkboards
7. Charts
8. Bulletin boards

Class size should be such that the instructor can give attention--ideally not more than 25.

Provide extra and meaningful work for the ambitious and excelled student.

For the educationally disadvantaged student, provide opportunities for accomplishment relevant to accounting.

Establish goals and objectives with students. For the slower students, you may have to work with them on individual goals. There is a need to establish time tables for accomplishments.

Accounting II

GOAL: The Accounting II student should be able to carry out basic accounting procedures in a small to medium sized partnership and corporation under the advisement of a professional accountant.

OUTLINE OF CONTENT	OBJECTIVES
I. REVIEW OF ACCOUNTING I	The Accounting II student will:
A. Basic Accounting Equation B. Relationship of Accounts and Debits an and Credits to the Equation C. Journals--General and Special D. Ledgers--General and Special E. Journalizing and Posting F. End-of-Fiscal-Period Analysis 1. Worksheet 2. Formal financial statements 3. Adjusting entries 4. Closing entries	recognize the three basic types of business structures in the United States--sole proprietorships, partnerships, and corporations possess a working knowledge in basic accounting skills, so that the student is employable in the accounting field--particularly in an accounting department or as an accountant in a small business organization under the direction of a public accountant identify accounting theories and principles
II. DETAILED ANALYSIS OF AREAS INTRODUCED IN ACCOUNTING I A. Bad Debts (Uncollectible Accounts) 1. Direct write-off method 2. Allowance method 3. Analysis of receivables B. Plant Assests (Fixed Assets) 1. Methods of depreciation 2. Plant asset records 3. Adjusting entries 4. Disposing of and exchanging plant assets 5. Depletion C. Deferrals and Accruals 1. Deferrals--income and expenses a. transactions may be recorded two ways b. adjusting entries c. closing entries d. reversing entries 2. Accruals--income and expenses a. adjusting entries b. closing entries c. reversing entries D. Payroll E. Notes--Receivable and Payable 1. Interest 2. Dishonored 3. Discounting F. Taxes--with Particular Emphasis on Sales and Property Taxes G. Data Processing	apply ideas introduced in the first course, and therefore, be able to have a better understanding of how theories and principles are carried out in the accounting system know the process to account for a partnership and the various peculiarities related to this form of business organization explain the corporation and accounting pecularities related to this structure explain cost accounting and the manufacturing organization apply many areas introduced in the first year course--such as taxes, payroll, data processing, receivables and payables, plant assets, inventories, etc.
III. PARTNERSHIPS A. Formation of Partnerships 1. Definition 2. Advantages and disadvantages B. Recording Partnership Transactions 1. Formation of business 2. Admissions of partners 3. Withdrawal of partners C. Division of Earnings D. Capital Statement E. End-of-Fiscal-Period Analysis 1. Worksheet analysis 2. Formal statements 3. Adjusting and closing entries	

4. Post-closing trial balance
5. Reversing entries

F. Partners' Federal Income Taxes

IV. BUSINESS SIMULATION SET--A PARTNERSHIP

V. CORPORATIONS

A. Formation
1. Legal structure and requirements
a. advantages and disadvantages
b. transferability of ownership
2. Corporate charter
3. Types of ownership
a. common stock
b. preferred stock
(1) participating and nonparticipating
(2) cumulative and noncumulative
4. Sale of stock

B. Accounting for Corporate Structure
1. Basic differences with relation to partnerships and proprietorships
2. Owners' equity (stockholders' equity)
a. paid-in capital
(1) stock accounts
(2) premium and discount accounts
b. retained earnings
(1) definition
(2) dividends--cash and stock

C. Income Tax
1. Requirement to pay income tax
2. Corporate tax return

D. Retained Earnings Statement

E. Capital Statement

F. Corporate Transactions
1. Opening entries
2. Sale of stock
a. stock subscriptions
b. outright sales
(1) cash
(2) other types of payments
2. Declaration and payment of cash and stock dividends
3. Treasury stock
4. Bonds payable
a. comparison of debtorship and ownership
b. sale of bonds at face value
c. interest expense
d. sinking fund
5. End-of-fiscal-period analysis

VI. BUSINESS SIMULATION SET--A CORPORATION

VII. COST ACCOUNTING

A. For a Service Department

B. For a Manufacturing Firm
1. Elements of cost
a. direct materials
b. direct labor
c. factory overhead
2. Types of inventories
a. raw materials
b. goods in process
c. finished goods

OUTLINE OF CONTENT

3. Relationship to total accounting system
4. End-of-fiscal-period analysis
a. analysis of factory overhead--actual compared to applied
b. introduction to manufacturing statement and its purpose
c. end-of-fiscal-period statements
d. adjustments for inventories

VIII. SPECIAL SITUATIONS RELATED TO SALES

A. Installment Sales
B. Credit Card Sales
C. Bank Credit Card Sales
D. C.O.D. Sales
E. Consignment Sales

IX. MANAGERIAL USES OF ACCOUNTING DATA

A. Analyzing Financial Statements
1. Comparative statements
2. Ratio analysis
3. Rate and percentage analysis

B. Statements of Changes in Financial Position
1. Source and application of funds
2. Working capital
3. Cash

C. Management Decision Making
1. Analysis and uses made by management of accounting data
2. Affects on income as a result of management decisions
3. Importance of good communication between the accountant and management

ACTIVITIES

Refer to activity suggestions for first year course. Most of the suggestions can be adapted to the second year course. Activities should be more advanced

If you live in an area where there is a manufacturing concern, this would be a good field trip during the study on cost accounting

Visit data processing systems, and take advantage of the speakers available from the various manufacturers of data processing equipment

Encourage students to assist various organizations in the school. They can conduct sessions in helping treasurers of the various organizations keep a better set of financial records

EVALUATION

Refer to suggestions made for first year course.

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Clow, Cletus A., MacDonald, Robert D., Blanford, James T., Freeman, M. Herbert, Hanna, J. Marshall, and Kahn, Gilbert. Gregg Accounting, Advanced Course. New York: Gregg Division, McGraw-Hill Book Company 1969

Other references and source data--see section in first year course.

RECOMMENDATIONS

Refer to those recommendations related to the first year course.

The student should have a "C" or better in the first year accounting course before enrolling in the second year course.

Preferably, should be taken at the senior level.

For better students who are going to attend college, advise them to check with the college or university concerning advanced standing examinations.

1. With two years of high school accounting, students should be able to test out of first semester of principles of accounting at the college level.
2. If advanced standing test is passed, then the student can go directly to second semester of principles.

Data Processing

GOAL: Introduction to Business Data Processing should introduce the student to basic data processing terminology, the data processing cycle, basic data processing operations, and their relationship to data processing systems, equipment, and applications in the business environment.

OUTLINE OF CONTENT	OBJECTIVES
I. GROWTH AND IMPORTANCE OF DATA PROCESSING	The Data Processing student will:
A. Data Processing Functions	describe at least five ways in which the electronic computer serves mankind
B. Development of Data Processing Tools	identify the major technological enhancements that have occurred in processing data
C. Manual Data Processing	draw a diagram of the framework within which data are processed and list the operations that take place
D. Automated Data Processing	list the basic machines in the electronic computer system
II. BASIC COMPONENTS OF AUTOMATED SYSTEMS	identify the input medium requirements that must be kept in mind for processing data automatically
A. The Punched Card	describe a standard punched card
B. Card Planning and Layout	plan and label fields on cards or card layout forms from data sample invoices and other source documents
C. Recording Information in Cards	list and discuss the principles of card planning and layout
D. Sorting and Classifying Data Cards	identify the different machines that may be used to punch holes in cards
III. UNIT-RECORD SYSTEM	recognize the time-saving devices that appear on a card punch machine
A. Printing, Calculating, and Preparing Reports	describe the methods that may be used to check the accuracy of data recorded in cards
B. The Control Panel	explain the similarities and differences in the collator and sorter
IV. THE ELECTRONIC COMPUTER SYSTEM	describe the basic function and purpose of unit record control panels
A. The Electronic Computer	list and describe the functions of the internal storage, arithmetic-logic, and control components of the central processing unit of a computer
B. Language and Computing Systems	describe the auxiliary and external storage units that may be used with a computer
C. Internal Storage of Information	identify the basic functions of a console
D. Human Language Programs and Block Diagrams	list and describe the various input and output media and corresponding hardware that may be used with a computer
E. Machine Language Instructions	recognize the basic functions of buffers in the internal operation of a computer
F. Introduction to Compiler Language (COBOL/Basic)	describe the binary and binary coded decimal representation systems
G. COBOL/Basic Applications	
V. JOBS AND CAREERS IN AUTOMATED DATA PROCESSING	
A. Data Processing Operations	
B. Data Processing Management	
C. Computer Programmer	
D. Systems Analyst and Designer	
E. Manufacturer's Representative	
F. Data Processing Consultant	

ACTIVITIES	EVALUATION
Discuss course objectives and give overview of course	Written tests should account for 40% of course grade.
Utilize lecture and laboratory teaching strategies in presenting material	Assigned projects should account for 60% of course grade.
Film strips that highlight the COBOL and Basic programming languages may be used to supplement classroom presentations	Each project should be checked on the basis of correctness, neatness, and promptness on when it is turned in.
Use the corresponding student workbook for classroom and homework exercises and problems	
If computer capability available, have students compile and execute at least three computer programs	
Have students maintain a notebook which includes names and definitions of new data processing terms they encounter during the course	

OBJECTIVES

interpret decimal numbers written in binary and binary-coded hexidecimal numbering systems

demonstrate the process used in binary addition, subtraction, multiplication, and division

explain how electronic impulses are used to represent data in the computer

explain fixed and variable word length computers

explain the concept of "addresses" in the internal storage unit of the computer

list and explain English language instructions for input-output, data manipulation, and arithmetic operations

list and describe the characteristics of machine language

list and identify the parts of a machine language instruction

list and explain a simple machine language program

list the advantages of writing programs in the compiler programming language

identify the primary functions of a compiler

describe basic concepts of the COBOL or Basic programming language

list the major occupations in data processing

list some of the steps that may be taken in high school to get graduates ready for a career in data processing

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The

Professional

Teacher

PROFESSIONALISM IN BUSINESS EDUCATION

The word "professionalism" has many connotations. However, general acceptance is given to the concept of the word as including the highest standards of academic preparation, performance, and ethics.

As a member of a profession, a teacher assumes professional responsibilities. The responsibilities fall into many spheres of interaction and influence, including (1) teaching, (2) relationships with students in the classroom, (3) relationships with students outside the classroom, (4) relationships with colleagues, (5) professional organizations, (6) research and writing, (7) constructive evaluation of educational systems, and (8) relationships with the community.

This guide for professionalism for the business educator is provided in the form of a checklist, arranged according to the eight spheres named. The checklist is organized as a series of questions that should be answered affirmatively and serve as reminders of some aspects of professional responsibility.

Teaching

As a creative business educator, do I

1. Have a thorough knowledge of the subject matter that I teach?
2. Keep abreast of changes and expansions in the body of knowledge represented by the subject matter that I teach?
3. Develop long-range and short-range objectives for the courses and curricular areas for which I am responsible?
4. Make long-range and short-range instructional plans for the courses I teach?
5. Know and apply the principles of good pedagogy, communication, and the psychology of learning?
6. Avoid the abuse of the principles of learning?
7. Teach to the objectives that have been established?
8. Regularly adjust objectives so that they are at the right level for the students?
9. Monitor and adjust to the learning pace of the students?
10. Provide flexibility so that slow, average, and fast learners are all served?
11. Evaluate students in a fair manner that will enhance the learning process?
12. Utilize a variety of modes of teaching, including the various approaches made possible through media and materials centers?
13. Use the protection provided by academic freedom responsibly?
14. Maintain an open-minded attitude toward subject-matter and pedagogical views and research findings that may differ from mine?
15. Develop instructional materials adapted to the classroom situation that is uniquely mine?
16. Exhibit accountability through initiating and cooperating with the development and utilization of procedures for evaluating the effectiveness of my performance as a teacher?
17. Direct student teachers in such a way that my students' learning is served, yet the best experience possible for the student teachers is provided?

18. Relate my subject-matter area in such a way that each student is prepared to find joy as a lifelong learner, as a participant in a career, as a person in interaction with other human beings, as a member of an economic system, and as a citizen?

Relationships with Students in the Classroom

As the dominant figure in the classroom, do I

1. Treat the students as human beings with pride and dignity and with problems far more serious than my own?
2. Treat the students fairly and objectively, with no prejudices in matters of race, color, ethnicity, religion, sex, or national origin?
3. Exhibit an understanding of good mental health?
4. Understand that student quietness is not necessarily a sign of good mental adjustment?
5. Have the knowledge of when to recommend counseling or call for a mental or academic specialist?
6. Show open-mindedness toward students--allowing for freedom of expression of their opinion, even if those opinions are different than mine?
7. Take care to present facts as facts, and opinions as opinions?
8. Engage students in the process of setting class, course, and curricular objectives?
9. Stimulate each student to the maximum potential growth unique to the whole student?

Relationships with Students outside the Classroom

As an educator with responsibilities to students outside the classroom as well as in, do I

1. Make myself available for individual and group interface with students?
2. Graciously and actively sponsor and participate in student activities, with particular encouragement and sponsorship of such organizations as the Future Business Leaders of America, Future Secretaries of America, Distributive Education Clubs of America, Office Education Association, and other such organizations?
3. Encourage and sponsor attendance at conferences such as Girls' State and Boys' State, the Business and Professional Women's Clubs, Youth Conferences, etc?
4. Show professional and humane treatment of students, without condescension, in one-to-one and group encounters?
5. Allow and encourage students to exercise initiative and responsibility?

Relationships with Colleagues

In my capacity as a professional interactor with those with whom I work, do I

1. Behave courteously?
2. Have an open mind toward views that differ from mine?
3. Cooperate with administrators, but set such a professional image of myself that they realize that for professionals, the purely boss/employee relationship does not apply?
4. Work well with Board members, but present an image of the professional as one who is not the same as a line employee?
5. Attend and actively participate in all committee, faculty, and institutional meetings for which I am responsible?
6. Probe deeply the philosophy and goals of teacher organizations before joining, but after joining act as a responsible, contributive, and supportive member?

Professional Organizations

As one with responsibilities toward my profession at large, do I

1. Belong to and actively participate in the Oklahoma Business Education Association and attend annual conventions and participate in all of the sessions?
2. Belong to and actively participate in the National Business Education Association and Mountain Plains Business Education Association and attend as many annual conventions as I possibly can?
3. Belong to and actively participate in the District OBEA and attend annual conventions and participate in all of the sessions?
4. Willingly serve on committees, boards, and programs for the various organizations?
5. Read and apply learnings from professional journals?
6. Belong to subject-matter professional organizations?
7. Participate actively in all local, regional, and national organizations concerned with the teaching profession at large; for example, the Oklahoma Education Association and the National Education Association?

Research and Writing

As a member of a profession, I should contribute to the growth of the body of knowledge of my particular discipline and should disseminate information that I have gained through my research and experiences. In this sphere of responsibility, do I

1. Conduct classroom research, even if only very simple in nature?
2. Share, through writing and dissemination, the results of my experiences and research?

Constructive Evaluation of Educational Systems

As a member of the business teaching profession, I am responsible for maintaining a proper perspective of the role of business education in the larger context. To meet the demands associated with that responsibility, do I

1. Regularly "step back" to assess the role of business education as a whole and as a component of larger educational systems?
2. Offer to colleagues and the community constructive suggestions for the improvement of business education and the total educational system?
3. Particularly stress the importance of the consumer, economic, and vocational education elements of business education to the education of all students?
4. Participate well, accountably, and willingly in local evaluations associated with visitations by accrediting and certifying agencies?
5. Support and provide constructive suggestions for the improvement of student teaching programs in the state?

Relationships with the Community

As a member of a larger community--local, state, nation, and world--do I

1. Work toward good communication and interface with the citizens of the local community--particularly with the parents of the students I teach?
2. Participate seriously in civic activities?

3. Practice good citizenship by working toward the achievement of vital goals, voting in elections, etc?

4. Set a high level of moral and ethical action?

5. Use my expertise to contribute to the furtherance of community good?

6. Provide constructive suggestions for the improvement of the community at large?

7. Interact with business people in order to learn more of what they expect from my students and how the schools can help business meet its goals in a free society?

--Dr. Bobbye Persing
Central State University

Teacher Education

TEACHER EDUCATION

Overview

Teacher education must be recognized as one of the most important preparation tools in the state to enhance our educational system. To a great extent, it determines the effectiveness of our public schools' instructional programs. It is primarily through teacher preparation that the classroom teacher gains the tools that are so necessary to carry on a productive classroom instructional process. Teacher preparation is not an end within itself. Teachers must continually update themselves in terms of content, methods, techniques, and materials to meet the ever changing needs of the students in today's society.

The business education professional preparation for business teaching includes all the professional education curriculum designed to prepare the student for effective business teaching. It involves chiefly the business education methods course or courses, the supervisory teacher, and the coordinating teacher in the high school. Each must contribute in his area of responsibility if the student is adequately prepared in the business teacher training institutions and in the student teaching experience.

Methods Courses

The student educator is prepared to teach business understandings by specific instruction in the use of content, methods, and materials in the areas of business education including the generally recognized subject areas of typewriting, accounting, basic business, and shorthand. Attention may also be given to related business subjects such as business mathematics, business law, business communications, economics, consumer problems, and other related areas. This includes a familiarity by the student educator with the course content for which he will have responsibility as a business education teacher in the high schools. The student educator will demonstrate proficiency in the use of materials utilized in the learning process. This includes the texts and related books, magazines, business papers, audio-visual materials, library facilities, programmed learning aids and associated instructional media which are utilized in the high school.

The student educator will, upon graduation from a teacher-training institution, demonstrate the following competencies:

1. An ability to converse about the contribution of professional business education leaders;
2. Familiarity with business education periodicals, reference materials, and methods textbooks;
3. Participation in professional meetings and activities promoting the business teaching profession;
4. Ability to demonstrate proficiency in preparing teaching units, lesson plans, and modules;
5. Ability to prepare bulletin boards and related teaching aids including audio-visual materials;
6. Ability to formulate competency objectives in behavioral terms and adequately measure the student achievement of these objectives through his understanding of evaluation techniques;

7. Ability to utilize recognized methodology in a simulated or actual teaching situation;

8. Ability to effectively participate in the student-teaching experience;

9. Ability to work cooperatively with his professional colleagues--the methods teacher, the supervisory teacher, the coordinating teacher, and the high school students;

10. Ability to promote student leadership through student organizations.

--Dr. Dale Hanson
Southwestern Oklahoma State University

GENERAL LEARNINGS FOR BUSINESS TEACHER EDUCATION

The graduate of a business education program of studies should have exposure to professional knowledge and procedures in the following areas:

I. THE CHALLENGE OF TEACHING
   - A. Contributions of American Education
   - B. Opportunities for Education
   - C. Promotion of the Democratic Way of Life
   - D. American Life in Transition
   - E. The Challenge of the Future

II. PLANNING A CAREER IN TEACHING
   - A. The Nature of Career Planning
   - B. Competence for Teaching
   - C. Personal Growth
   - D. Opportunities in Business Teaching
   - E. The Changing Role of the Teacher

III. TEACHING THE CLASS
   - A. Instructional Techniques
   - B. Organization of Materials
   - C. Organization of Time
   - D. Classroom Management
   - E. Personal and Professional Conduct
   - F. Sponsoring a Business Club

IV. LEGAL LIABILITIES AND RESPONSIBILITIES OF TEACHERS
   - A. The Sources of School Law
     1. United States Constitution
     2. State statutes
     3. Common law

B. Tort Liabilities of Teachers

1. Tort

2. Negligence

3. Liability for pupil injury

4. Field trips

5. Pupil conduct

6. Loco parentis

C. Suspension and Expulsion

1. Reasonable punishment

2. Due process

3. Corporal punishment

V. CURRENT AND RECURRING ISSUES AND PROBLEMS

A. Religion and the Public Schools

B. Discrimination in the Public Schools

C. Relevant Educational Experiences

D. Accountability

E. Performance Contracting

F. Individualized Instruction

G. Ability Grouping

H. Open Entry Open Exit

I. Busing

J. Teaching Organizations and Unions

--Dr. Dennis Mott
Oklahoma State University

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METHODS OF TEACHING

The graduate of a business teacher education program must have knowledge about the various business education courses and must have had exposure to various teaching methods and strategies.

The following material outlines essential and common competencies which the graduate of a business education program should have attained at the completion of a business teaching preparation program. The material for each subject area includes objectives, methods of instruction, and materials and resources.

ACCOUNTING

Objectives

The objectives of the instructional program in accounting are to prepare the student educator to use the necessary tools of content and methodology to promote effective learning. These objectives are:

1. The student educator should be able to teach the fundamentals of double entry accounting. This includes:
    a. The concepts of debit and credit bookkeeping through the bookkeeping cycle from journalizing, posting, preparation of statements, and closing the books;
    b. The teaching of the special journals, cash discounts, and correcting entries;
    c. The teaching of the record-keeping functions of handling cash and credit, including petty cash procedures, payroll preparation, bank reconciliation, general banking procedures including how to write a check, make out deposit slips, and use the services of a bank effectively;
    d. The teaching of sales and other taxes, and accounting for bad debts, depreciation, notes and interest, and accruals;
    e. The teaching of the fundamental characteristics of partnership and corporate accounting.
2. The student educator should be able to teach the basic income tax information as is represented in the Federal Teaching Taxes Packet.
3. The student educator should be able to teach the principles of automated data processing as it relates to accounting including a familiarity with flow charts, unit data processing, and the various uses of the computer as it relates to processing, analyzing, and preparing accounting data.
4. The student educator should be able to explain the principles of profitable business operation and be able to teach the general business characteristics of a private business economy.
5. The student educator should be able to teach personal record-keeping as it relates to personal expenditures.
6. The student educator should be able to use effective methodology in teaching the language arts and the accounting vocabulary, business mathematics and machines abilities, and the learnings important to the personal skills development of the student in the accounting area that contribute to the development of the student in his daily business activities.
7. The student educator should gain a familiarity with effective accounting teaching methods and procedures, including the effective use of texts, workbooks, audio-visual aids, programmed learning materials, posters, and teaching materials and instructional media that aid in the effective teaching of accounting.
8. The student educator should be able to integrate the selected community goals of the high school curriculum into the teaching of accounting including such character traits in the affective domain as respect for authority and good citizenship characteristics.
9. The student educator should be able to utilize effective evaluation techniques including construction of appropriate tests, examinations, and other evaluation instruments appropriate to the accounting area.

10. The student educator should be able to assist the secondary level students in the exploration of accounting as a career choice.

--Dr. Dale Hanson
Southwestern Oklahoma State University

METHODS OF TEACHING ACCOUNTING

This section dealing with accounting methodology is presented in three parts; namely, (1) objectives, (2) methods of instruction, and (3) materials and resources. It should be considered an introduction to the subject and not in any sense an exhaustive treatment of the subject.

Objectives

The primary reason for offering high school accounting is to provide students with the knowledge, skills, and abilities to secure entry level jobs in the bookkeeping-accounting areas. However, not to be overlooked are the personal and general education values, especially in the elementary course. In enabling the high school youngster to achieve these objectives, students in college methods classes should have achieved a thorough knowledge of the subject area of accounting and how to present such information in an efficient and effective way. It is in the methods class that students put together knowledge of the subject (learned mostly in accounting courses, but also an important part of the methods course), understanding of learning psychology, and use of various forms of instructional media into appropriate teaching/learning pattern(s). Therefore, students should be able to effectively demonstrate and illustrate such patterns in an actual or simulated performance situation. The ultimate objective is student learning, and the teacher's role is to facilitate and enhance that process.

TEACHING PLANS

No phase of learning to teach or of improving teaching can do more to contribute to the teacher's success than can effective planning. Teachers may be born, but they are not born good teachers. Teaching is a skill and an art that can be learned, and planning is an essential ingredient thereof. Much of the organization and arrangement of the subject matter is done for the teacher by textbook authors. Consequently, the approach to the learning of accounting and the subsequent order of presentation is something that the teacher needs to understand but not necessarily develop. Planning, as discussed here, relates more to classroom plans or methods of teaching, a number of which are discussed briefly.

Lecture Method

In the lecture method the teacher talks, and the students listen. Only the teacher is active; the students are passive. The lecture method has been overused and misused. Admittedly, it is not a very effective method for high school students or, for that matter, college students either.

Recitation Method

One of the traditional methods of teaching accounting was to have the students read the textbook and recite thereon. The students usually responded to the teacher's questions concerning the text material. The learning process was essentially one of rote memorization, and the teacher's role was primarily that of questioner. Occasionally the teacher might extend the material in the text and clarify it for students, which made the practice of somewhat more value. Generally speaking, however, the recitation method leaves a great deal to be desired.

Socratic Method

In this method the teacher develops concepts and thinking by students through developmental questioning. Relatively few questions are needed, perhaps no more than half a dozen during the class period. Each involves major concepts and follows in logical sequence. Topics such as depreciation, bad debts, and types of business organizations (e.g., partnerships and corporations), could be effectively studied by using this technique.

Discussion Method

The discussion method is frequently identified as that where a student or student group explores a topic or problem and then reports and discusses the situation with the class. This method may also be thought of in a broader sense to involve a give-and-take or exchange of ideas among students and teacher. In this sense, to some extent, it is an extension of the recitation plan. The teacher's personality is important in the discussion in encouraging students' participation and involvement. Students are more active in this plan than in some of the others as they do need to pay attention and use mental effort in order to communicate and participate effectively. It may be slower than the lecture method, but usually it results in better learning and comprehension.

Demonstration Method

The old adage that one picture is worth a thousand words certainly applies in the learning of accounting. There is no substitute for a well-planned teacher demonstration. Showing the actual accounting processes (e.g., preparing a trial balance, a work sheet, financial statements, adjusting entries, closing entries, etc.), followed by student application, is one of the most effective and efficient approaches to learning accounting. The demonstration, of course, must be well done so that it can be used as a model for students to follow. It is much more difficult to show students the accounting processes than it is to tell them how to do them, but it is worth the added effort.

There are many media that may be used in effecting the demonstration such as the chalkboard, flannel board, and overhead projector, depending to some extent upon physical facilities and personal desires of the teacher. The individualized approach to learning, which is being used effectively in many areas, including accounting, creates some problems with using the demonstration method, especially on a class

basis. However, the demonstration will continue to be one of the best ways of enhancing student learning whether used on a class, group, or individual basis.

One of the debatable questions concerning the use of the demonstration method relates to whether the student should study the subject matter before the demonstration or subsequent thereto. There are, of course, advantages to both procedures. However, the teacher who has never provided the demonstration prior to student reading of the assignment should try it. Students like this procedure; they find the study material easier to understand and assimilate. To always demonstrate before students study may deprive students of some independence and initiative in learning. Therefore, a logical answer to this moot question would seem to be to vary the timing of the demonstration in relation to the student study, recognizing that there are many benefits, especially for the beginning learner, to have the demonstration given first.

Monitor or Laboratory Method

In the monitor plan a great deal of student flexibility is provided. The teacher becomes primarily a supervisor, a foreman, or a monitor of the learning process--some might say just a checker and a grader. Students usually work on their own with no daily assignments, but perhaps an overall schedule indicating the point when work is to be submitted for checking and approval. Obviously with this plan there would be little class or group activity. Traditionally, this plan was used rather extensively in the private business college. It gives the student considerable flexibility and freedom but also may be rather narrow, mechanical, and textbookish.

The Individualized Plan

While the monitor plan is in a sense individualized, it does not meet the criteria of what is currently termed the "individualized" approach to learning. With the individualized approach it is recognized that students learn at different rates and in different ways. Emphasis is upon the quality factor rather than the quantity one. Why require all students to complete the learning at the same time? Why not turn the situation around and specify that all students achieve a certain level but leave the time factor variable?

To be successful in using the individualized approach, carefully prepared materials, such as learning activity packages, must be available to individual students. These materials should have, of course, identifiable behavioral objectives, a concise statement of the learning project, indentification of various types of learning materials and activities from which the students may choose in achieving the objectives, provision for assessment (including pre-, self-, and post-assessment), and preferably some enrichment study.

In this type of situation it may be said that the teacher's role, rather than being one of presenting information, becomes one of facilitating or managing a total environment for learning. The teacher spends much more time working with students as individuals and in small groups than is typical in some of the more traditional plans, hopefully creating a more humanized learning environment. There are various

individualized plans that have been and are currently being developed for use in accounting courses. The individualized approach is more than a passing fad and is certainly one with which enterprising teachers should be familiar.

Simulated Office Plan

A principle of vocational education involving the teaching of skills is that learning is more effective when it is presented as nearly as possible in the setting in which it will eventually be used. Perhaps, as a result of this principle, simulation has increased in popularity in recent years, more in the office practice courses than in the accounting ones, however. In this plan a type of office or business organization common to the local community is simulated in terms of the recording of financial functions. Office positions and work stations such as office manager, head accountant, chief bookkeeper, cashier, requisition clerk, posting clerk, etc., are established. Students are assigned to positions and rotate or are promoted through various stations. A master office manual and instruction book is supplied to each student.

A variation of the simulated office plan is that of involving a series of businesses rather than one firm. A series of business transactions are identified for each firm in the various job categories. Such transactions and financial activities of the different firms may be on an interlocking basis. This plan has not been a popular one in teaching accounting--in part because of the dearth of tailor-made teaching materials and the time required for preplanning. Some teachers are not sufficiently familiar with modern office and bookkeeping practices to be able to formulate such a plan.

Project Method

The most common conception of the project method is that involving some identifiable accounting project or major problem over a definite period of time. These may involve working with some of the school records and finances, such as the school bank, the cafeteria, and extra-curricular functions as well as the ready-made simulation sets. The project method offers the opportunity for learning not available from textbooks and gives students a more functional orientation to the work activities. Obviously, this method would work better near the end of the accounting course as students make application of previously learned knowledges and skills.

Coordinated Work Experience

Following the enactment of the Vocational Education Act of 1963, cooperative programs become more common. There is considerable merit in coordinating the experiences of students in bookkeeping-accounting jobs and classroom activities. The two may compliment each other in a very meaningful way. More could be said about work experience programs, but suffice it here that this approach to learning is an effective one if worked and handled well.

Case Method

The case method which involves actual accounting situations in business or cases is more appropriate for advanced classes than beginning ones. This method is student and problem oriented. Students must take

an active role in identifying and clarifying the problems and in determining how to solve them. Obviously, to be effective, students must have a sound understanding of accounting, have logical and realistic cases, and develop a meaningful learning relationship between students and the teacher.

Lesson Plan Method

The lesson plan method, sometimes referred to as formal lesson plan teaching, has been a successful and common method for many, many years. It essentially involves the development of a teaching plan in which various aspects of teacher and student activities are clearly identified. This plan may often take the following format: title; aims or purposes; pre-class preparation (including motivation); presentation or demonstration; application, drill, or problem work; summary; assignment; and evaluation. The teacher who takes the time to develop such a lesson plan will of necessity have thought through the teaching/learning process. There are many variations and degrees in lesson plans and the way in which teachers use them. Even though such plans have been criticized as being rigid and non-democratic, they certainly are a valuable guide and aid to the teacher, especially to the beginning one.

Which is the best method? Which method should be used in the high school accounting class? Obviously, the answer is not one, but a combination. As the plans are not mutually exclusive, they can be used to implement and complement each other. The accounting teacher is fortunate in having a varied and sizeable number of teaching methods and procedures from which she can draw as the situation or circumstances warrant to make for rich and effective teaching/learning in the accounting classroom.

MATERIALS AND VISUAL AIDS AND RESOURCES

Accounting teachers are fortunate in having numerous and varied material and visual resources from which to select when establishing their teaching procedures. Some of these are briefly identified below.

Textbook

The text is the basic guide for the teaching of accounting. It is the teacher's fundamental teaching tool, and, therefore, needs to be selected with care to meet the needs of the students in achieving the identified objectives. Due to the spiral development of the subject matter, the accounting text should be followed reasonably close in the early phases of study. However, teachers should not feel that everything in a textbook should be used and every problem completed. Problems and related materials should be used judiciously, omitting topics or chapters which have no relationship to the interests and needs of a particular class. Remember, the textbook is supposed to be an aid to teaching and not a straight jacket in which to enclose student activities.

Manual and Keys

The leading high school accounting textbook publishers have available for teacher use excellent manuals or reference guides. These sources normally include teaching suggestions, planning guides, visual

materials and transparency masters, test answers, and problems solutions. Such materials are an invaluable aid to the teacher and should be readily available. Obviously, the "key" should not be available to students.

Workbooks or Laboratory Materials

Much time will be saved if students are provided with the workbooks or working papers that accompany the text. However, students should have the opportunity on occasion to work problems and prepare the appropriate forms not included in the workbooks. Workbooks should not be a substitute for thinking and planning. Study and learning guides are an important part of most high school workbooks. These may be used in a number of ways: an occasional pretest, a post-test; a study aid in doing the homework. The title of these forms is a clue as to their most appropriate use--an aid in study, not a test.

Simulation Sets

Simulation sets or practice sets are included in the accounting courses primarily for the purpose of bringing together or integrating in one exercise various principles, knowledges, and techniques previously studied. There is not so much new learning involved regarding subject matter per se, but there is considerable learning in connection with clarifying relationships and processes of the accounting cycle and in providing a review and overview.

Teachers should prepare for the teaching of the simulation sets. It is not a time to turn students loose. Teachers should, if at all possible, work the sets themselves, supervise closely the initial activities, preview difficult transactions, and set time guidelines for students to follow. These time checks may be no oftener than once or twice a week if the set covers some three or four weeks or more of class time. In the evaluation pattern, students would be given some credit for meeting the time checks as such rewards consistent effort along with credit for the general quality of the work. Of course, standardized test are now available for most sets providing another appropriate means of evaluating student performance.

One of the most effective ways of individualizing instruction in accounting is through the use of varied simulation sets, especially during the second semester. Students, in consultation with the teacher, should have some choice as to the sets worked. There are a number of sets available today in addition to those directly identified in the textbooks; e.g., family finance simulation, professional project simulation, farm business simulation, etc. Even though it is more difficult to administer a class working different sets, the enterprising and energetic teacher will make the most of the opportunity for individual student learning that exists at simulation set time.

Tax Kits

Two excellent tax kits may be secured without charge for use in the accounting class. One involves income tax and the other social security. "The Federal Income Tax Teaching Kit" may be secured from the Internal Revenue Service. Sufficient copies of the student booklet should be ordered so that each member

of the class may have one. Naturally, a teacher's guide is available. Income tax information is presented with personal use objectives in mind using the problem approach.

Although the income tax kits are used in other courses, probably the most logical place is in the accounting program. The "Teaching Aids in Social Security" may be secured from the local social security office.

Charts and Reference Materials

Perhaps the most valuable charts are those prepared by the teacher. They may include very simple flash cards to more involved flow charts. Probably one of the most popular commercially prepared chart sets is the series of eight large color charts. There are also wall charts correlated with the textbook available.

All accounting teachers should have available for their use, as well as the use of the students, various professional journals such as the Accounting Review, Business Education World, and Business Education Forum, along with a few basic college accounting textbooks and such other guides as the Dictionary for Accountants.

Chalkboard, Bulletin Board, and Flannel Board

There will probably never be an adequate substitute in the minds of many teachers for the old reliable chalkboard. The use of the chalkboard can be made more effective with careful planning; e.g., using portable boards, rulings, colored chalk, and prepared headings for such forms as the worksheet. The board is an effective tool for use in the demonstration method.

All teachers can recognize the many uses which can be made of the bulletin board including such things as business forms, examples of students' work, and progress charts. It is better to have a "clean" bulletin board than a poor or sick one. Obviously, bulletin board displays should contribute to the learning process.

Although the flannel board has not been used very much, it has some advantages over the chalkboard. Forms do not need to be prepared in advance, but once made may be used numerous times.

Machine Type Visual Aids

The most versatile and effective projection aid used in the teaching of accounting is the overhead projector. It has become a very common teaching aid for accounting instructors. Reference guides or source books provide many forms suitable for transparencies. Effective demonstrations and illustrations can be given using the overhead. Most of the leading textbook publishers also have commercially prepared transparencies. The overhead projector has so many advantages over the opaque projector that the latter is seldom used today.

An excellent aid in teaching data processing is the set of filmstrips and cassettes published by South-Western Publishing Company. There are a number of filmstrips that can be secured in connection with the teaching of various phases of the accounting cycle, but many of these are somewhat old. The increased use and popularity of the transparencies with the overhead projector creates little need for some of the other aids.

There are a very few motion picture films that are available in connection with the teaching of accounting. While the basic content of some of them is still appropriate, other factors such as clothing and hair styles make them obsolete and not too effective.

Television has been used to a limited degree in the teaching of accounting, primarily at the college level; however, the time and cost involved make the use of TV somewhat impractical in most educational environments.

There is a wealth of material and visual resources from which the accounting teacher may draw. Only a brief overview of some of the most popular ones has been provided here. Sources for such aids may be found in the teachers' manuals and also in the accounting sections in this report.

--Dr. Lloyd Garrison
Oklahoma State University

SHORTHAND

Objectives

The objectives of the instructional program in shorthand are to prepare the student educator to use the necessary tools of content and methodology to promote effective learning. The student educator should be able to teach the following fundamentals:

1. a. Theory Development including the objectives of each semester of a one- and two-year shorthand program and the different approaches or methods of instruction that may be used in the presentation and teaching of basic shorthand theory.

   b. Speed Development including the various ways in which speed can be developed to enable a student to reach a desirable skill level.

   c. Transcription Development including strategies for developing a suitable transcription level and transcription speed.

2. be knowledgeable concerning the psychological and physiological principles necessary to effectively develop shorthand skills.

3. be familiar with all of the materials used in current shorthand programs.

4. be able to converse intelligently and constructively with fellow shorthand educators.

5. be familiar with the appropriate types of shorthand tests at various intervals in the program, effective evaluation procedures that can be followed, and desirable standards that are consistent with good teaching in shorthand.

6. know about the various technical media including the various audio assistants--tape recorders, record players, dictating machines--overhead projector, EDL Skill-Builder Control Reader, television, programmed instruction, and others.

7. be competently able to demonstrate the shorthand techniques (reading, writing, taking dictation, transcribing) needed to develop a proficient shorthand skill.

8. be able to communicate effectively the methodology for shorthand.

--Joella Handley
Southwestern Oklahoma State University

METHODS OF TEACHING SHORTHAND

Although no two business teacher education programs are identical, it would seem desirable to establish some common objectives of all programs. The procedures for accomplishing these objectives should be determined by individual institutions. Some of the shorthand proficiencies which might reasonably be expected of the graduate of any business teacher education program are discussed in this section.

Objectives

The graduate of a business teacher education program should possess the following skills and competencies:

1. an understanding of the psychological principles of learning a perceptual motor skill;

2. the ability to establish reasonable performance goals stated in observable and measurable terms for each grading period in the shorthand course;

3. the ability to guide students to a mastery of the shorthand theory and abbreviated forms of the system taught as measured by word list tests and/or speed dictation tests and mailable letter production;

4. the ability to time dictation accurately and to dictate in a natural manner;

5. knowledge of various dictation speed-building plans;

6. knowledge of various transcription-development techniques;

7. knowledge of various methods, techniques, and teaching aids for developing dictation-transcription skill;

8. the ability to utilize every minute of the class period in meaningful skill-development activities; and

9. knowledge of the vocational opportunities in the secretarial field.

APPROACHES TO TEACHING SHORTHAND

According to Russon (1968), the success of any shorthand method depends to a large extent on the enthusiasm of the teacher, which explains why some highly praised methods have not been universally successful. The effectiveness of a shorthand method, however, is contingent upon the degree that it follows the psychological principles of learning a perceptual motor skill. The two commonly used methods of teaching shorthand are the functional approach and the manual approach (Douglas, Blanford, and Anderson, 1965.)

Manual Approach

The manual approach, sometimes called the traditional approach or the writing approach, stresses a knowledge of the rules on constructing shorthand outlines, makes extensive use of word lists, and introduces writing on the second or third day of class instruction. Furthermore, penmanship drills are emphasized, vocabulary tests are given frequently, and formal review on previous lessons are given at regular intervals. Students are asked to read and copy certain letters in the text several times for intensive practice on a limited amount of material. A number of class activities are performed from the beginning, including reading shorthand, copying shorthand plates from the text, recording practiced material from dictation, recording new-matter dictation, and transcribing plate material in longhand (Douglas, Blanford, and Anderson, 1965).

Functional Approach

In contrast, the functional approach, sometimes referred to as the reading approach, defers writing until about the fifth week and places emphasis on reading for about the first four weeks. No rules are taught, no word lists are given, no formal penmanship practice is presented, and no formal review is given since review is automatically provided in each lesson. Students are encouraged to use a printed key to the plate material in the text as they study. Tests are given only when necessary for administrative purposes, and the correcting of shorthand notes (student papers) is deemphasized. Students read and copy

shorthand plates in the text only once. The early learning situation is simplified in that the student's attention is directed to reading only for the first few weeks (Douglas, Blanford, and Anderson, 1965.)

While several differences in these two approaches have been pointed out, there are many similarities in the two approaches. Some of these similarities will be discussed as specific techniques in the next section of this guide, a few of which are: blackboard demonstrations, placing more emphasis on the application of shorthand rules rather than the verbalization of the rules, and devoting more time to teaching with a deemphasis on testing.

Interestingly enough, few shorthand teachers use one approach to the exclusion of the other. With experience, teachers have determined which procedures are effective for them and which ones need some alteration to achieve the desired results. The graduate of a teacher education program should recognize the advantages and disadvantages of the various aspects of each approach in order to form a sound basis for her/his own teaching procedures.

SPECIFIC TEACHING TECHNIQUES

The graduate of a business teacher education program should possess a sound background in specific teaching techniques related to developing a mastery of shorthand theory, developing dictation speed, and developing transcription speed and accuracy. Some of these specific techniques are discussed in this section.

Theory Presentation

The authorities in the area of shorthand seem to agree that new theory should be presented in a systematic and orderly fashion before students are expected to read or write it. Theory presentations are commonly made by using the blackboard or overhead projector with the teacher demonstrating correct writing techniques and the shorthand spelling and pronunciation of an outline. After the teacher has written, spelled, and pronounced an outline, students are drilled by spelling and pronouncing as the teacher points at the outlines in a group. The skilled teacher will conduct a lively drill by pacing students so they spell and pronounce loudly and fast. Similarly, the theory that was practiced as homework should be drilled at least once and perhaps several times during a class period.

Word List Tests

While teachers do not agree on the extent to which word list tests should be used, a strong case may be made for emphasizing the writing of theoretically correct outlines. Recent research reported by Pullis (1973) on pages 6, 8, and 10 shows a positive correlation between achievement in shorthand and shorthand writing accuracy as evidenced by the following statements concerning an experimental study:

> The coefficient of correlation between shorthand accuracy and shorthand writing speed was .8326, which was significant at the .05 level. The subsequent coefficient of determination indicated that approximately 69 percent of the achievement in shorthand writing speed was directly associated with shorthand writing accuracy.

The coefficient of determination indicated that approximately 87 percent of the student's ability to transcribe isolated shorthand outlines was directly associated with shorthand accuracy.

. . . since a high relationship apparently does exist between the student's ability to write accurate shorthand outlines and his achievement in shorthand dictation, it would appear that prevalent practices in shorthand instruction relating to shorthand theory should be critically examined.

Pullis (1973) reports another study on pages 14 and 15:

An incorrectly written outline was more than 40 times as likely to be incorrectly transcribed as was a correctly written outline.

When the transcription of dictated material was deferred by one week, a correctly written outline was more than 60 times as likely to be correctly transcribed as was an incorrectly written outline.

In light of the results of recent research concerning the writing of theoretically correct outlines, the graduate of a business teacher education program should employ teaching techniques that require students to master shorthand theory. One such teaching technique is the use of word list tests at fairly frequent intervals at least during the first year of shorthand study.

Teaching Rules

The question of whether or not to teach the rules of shorthand theory construction appears to be an issue; however, in practice, very few teachers require the verbalization of rules. Those teachers who do feel that some mention should be made of rules usually follow the presentation of the rule with words illustrating the application of the rule. The major emphasis is placed on the correct application of the rule rather than a memorization of the rule. The implication for the business teacher education graduate is that students may be expected to apply rules of joining by constructing theoretically correct shorthand outlines.

Homework Procedures

The business teacher education graduate should recognize the importance of establishing homework procedures early in the course. The homework procedures for the first four weeks of the introductory course will depend on whether the teacher employs the functional or manual approach. A third approach, called Early-New-Matter Approach, employs the tracing of shorthand plates using onionskin paper for the first six weeks of the semester. A complete description of the Early-New-Matter Approach is given by Russon (1968).

An exact procedure for preparing homework cannot be suggested for universal use, as each teacher should be allowed flexibility to determine individual needs of students. However, the teacher should devise a system that will insure that all students prepare homework daily according to the instructions given. Furthermore, the first five or ten minutes of each class period might be devoted to an activity that will motivate students to prepare their homework carefully. Some examples suggested by Lamb (1961) on pages 67 and 68 are:

1. Timed readings of shorthand plates covered in homework, with each student reading for no more than one-half minute.

2. Longhand transcription of shorthand plates covered in homework, the transcription period increasing in length from one minute to two minutes to three minutes, and with grades based on the number of words correctly transcribed.

3. Timed reading of homework notes, with each student reading for no more than one-half minute.

4. Longhand transcription of homework notes, the transcription period increasing in length from one minute to two minutes to three minutes, and with grades based on the number of words correctly transcribed.

5. Recording for two minutes from teacher dictation of material practiced the previous evening, with books open for ready reference, followed by longhand transcription of notes for one minute (book closed). Note: homework notes are collected before this opening exercise.

6. Dictation from homework plate material by student pace-setter. In this dictation, all students have the forefinger of the free hand at the point of dictation, with the writing hand recording the material as it is read from the textbook by the student dictator. This student is writing as she reads, keeping her eyes on the plate material as she records the dictation in her book, and the other members of the group follow her lead. No one is permitted to write ahead of the leader's dictation . . . . (This procedure is described in more detail on page 72.)

7. Dictation from homework notes by student pace-setter, following procedures listed under Suggestion 6.

8. Recording for two minutes from teacher dictation of material from lesson covered in homework, with emphasis on smooth passing from outline to outline with no waste motion or hesitations between outlines. (Books open for reference.)

9. Recording from dictation tapes or records correlated with the lesson, with books open for reference.

10. Longhand transcription from plate material covered the previous evening with emphasis upon correct spelling. One misspelled word disqualifies a transcript. There is no emphasis on speed in this transcription, which increases in length from three to four to five minutes.

The above suggestions provide a way of varying the daily routine. The first few minutes of each class period are devoted to an activity related to homework; however, the procedure varies from day to day.

Reading Rate

Several authorities agree that a student's reading rate of shorthand plates is an important part of her/his skill development. The emphasis placed on timed reading in class varies from daily to weekly to at least three recorded readings for a six-week grading period. Russon (1968) advocates using every sixth lesson for reading practice only. In class the next day, students are paired and time each other for one minute on reading a portion of the lesson. The business teacher education graduate should recognize that "Fluency in writing shorthand is fostered by fluency in reading shorthand, and the timing of reading rates provides a positive incentive in the study of shorthand" as stated by Pullis (1973) on page 49.

Developing Dictation Recording Skill

Regardless of the approach a teacher uses, dictation begins early in the initial semester of shorthand study. As soon as students begin writing in class, they record from the teacher's dictation. The

dictation may be taken from homework, or some teachers like to begin early dictation of new matter material. In either case, the material to be dictated should be previewed liberally.

Traditionally, teachers have deferred new-matter dictation until after all theory has been introduced; however, since so many schools offer only one year of shorthand instruction, Anderson (1972) reports that more and more teachers are feeling the need to begin dictation of new material in the first semester. The McKenna study reported by Loftus (1974) indicated that early introduction of new-matter dictation neither increased nor retarded the student's ability to take and transcribe new-matter dictation. However, a study reported by Anderson (1972) found that early new-matter dictation, combined with eight other procedures, produced better results in shorthand dictation, accuracy, and transcription. Early new-matter dictation was not an isolated variable in this study. The implication for the business teacher education graduate is that new-matter dictation may be introduced during the first semester if the teacher so desires, or it may be deferred until all theory has been introduced.

Various speed-development plans may be used, whether the dictation is from homework or new matter. Some of the more popular plans described by Russon (1968) on pages 26-28 are: one-minute plan, 3 x 4 plan, inverted-pyramid plan, progressive plan, and reverse plan.

One-minute plan. The procedure for the one-minute plan is to:

1. Preview 10 to 20 percent of the first one-fourth of a 5-minute dictation take.
2. Dictate at 20 words below the average of the class for one minute. Example: 60 wam.
3. Repeat the dictation three more times, increasing the rate by 20 words a minute each time. Example: 80, 100, 120 wam.
4. Finally, dictate the same material at the second speed. Example: 80 wam.
5. Repeat the above procedure with each one-fourth of the 5-minute take.
6. Dictate the entire take at the second speed.

3 x 4 plan. This plan is recommended for the advanced learning stages. If the class is working for 100 words a minute, the procedure is as follows: "First, preview the first three minutes of a 5-minute 100 take (this will represent about 10 percent of the total, or 30 outlines)."

1. Dictate for one-half minute at 140 words a minute.
2. Dictate the next one-half minute at 140 words a minute.
3. Now dictate the first minute at 120 words a minute.
4. Next, dictate the third half minute at 140 words a minute.
5. Now dictate the fourth half minute at 140 words a minute.
6. Next, dictate the last two minutes at 120 words a minute.
7. Finally, dictate the entire take (three minutes) at 100 words a minute.

Inverted-pyramid plan. With this plan the entire letter is previewed. Then assuming the class is working for 80 words a minute, proceed as follows:

1. The first 60 words are dictated at 60 words a minute.
2. The same 60 words are dictated at 80 words a minute; then, without pausing, the second minute is dictated at 60 words a minute.
3. Next, the first minute is dictated at 100 words a minute; the second minute is dictated at 80 words a minute; and the third minute is dictated at 60 words a minute, all without pausing.
4. Again starting over, the first minute is dictated at 120, the second at 100, and the third at 80, and the last minute at 60 words a minute.

Progressive plan. The progressive plan may be used occasionally and is particularly useful as a warmup for dictation speed takes. An entire 5-minute take is previewed. Then the teacher dictates each minute at a faster rate, increasing each minute by 20 words a minute, without pausing. The initial minute is dictated at 20 words below the class average.

Reverse plan. The reverse plan is similar to the progressive plan except that the dictation is started at the highest speed. No preview is given, but a postview is given after the dictation. This plan may be used occasionally during the advanced speed-building stage.

The monograph by Russon (1968) gives more details concerning each of the speed-building plans and the appropriate used that may be made of them. This monograph is available from the publisher at no cost.

The skilled business teacher education graduate will use a variety of speed-development plans to stimulate student growth. The success of the teacher may easily be measured by the success of the students.

Developing Transcription Skill

A mailable transcript is the ultimate objective of shorthand. All other teaching in the shorthand class is a means to this end, that is, the production of a mailable transcript.

Transcription is a rather complex skill involving typewriting, shorthand, and English mechanics. For this reason, pretranscription training is started early in the introductory shorthand course. Furthermore, transcription from textbook shorthand plates may be started during the first few weeks of the first semester.

The authorities agree that pretranscription training and perhaps longhand transcription should begin early. However, the question of when to begin machine transcription remains an issue. Some teachers claim that the first transcription should begin on the typewriter so that students do not have to transfer their skill in longhand transcription to typewritten transcription. Other teachers claim that the training should begin with the simple and proceed to the more complex, thus the first transcription should be in longhand. The fact is that research related to when to introduce machine transcription does not support either point of view. Therefore, the business teacher education graduate may logically introduce longhand or typewritten transcription in the initial learning stage.

Pretranscription training. Pretranscription training is emphasized by all authorities and authors. Students are asked to punctuate and spell difficult words as they read their shorthand notes or the textbook plates. Special exercises are provided in the texts which stress particular marks of punctuation,

capitalization, word division, spelling, and other mechanics. The business teacher education graduate should give special emphasis from the very beginning to the development of those skills essential to mailable transcription.

Transcription drills. Transcription drills similar to those given in typewriting may be used to develop both speed and accuracy, the difference being that students would type from shorthand plates and notes rather than printed copy.

Initially, students would transcribe from shorthand plates in the text; and the lesson from which they would transcribe would be announced ahead of time so they could give special attention to the material to be transcribed. Students would then graduate to transcribing from homework letters dictated by the teacher. Thus they would be transcribing from their own notes but from practiced material. After developing skill on this type of material, new-matter dictation would be used for transcription skill development.

Students might be asked to transcribe the same material in three or four one-minute timings, their goal being to transcribe more material each time. Then they might be asked to transcribe for a number of one-minute timings with their goal being to transcribe for accuracy. Both speed and accuracy goals should be set individually rather than for the whole class.

The business teacher education graduate should be knowledgeable in a variety of methods and techniques that might be used to develop both transcription speed and accuracy and finally the skill to produce mailable letters.

UTILIZATION OF VISUALS AND TEACHING AIDS

Several different kinds of teaching aids may be used in the shorthand class. The business teacher education graduate should be aware of the aids that are available commercially and should be skilled in preparing some.

Among the teaching aids that are available from the publishing companies are breif form/speedform wall charts, theory and transcription transparencies, tapes correlated with the texts, speed-development tapes, and various kinds of dictation materials. Teacher prepared materials might include tapes which emphasize a particular mark of punctuation (or other transcription mechanics), tapes and transparencies for reviewing theory and brief forms/speedforms, tapes that may be used in preparing homework, tapes to develop dictation speed, and tapes containing dictation speed tests.

Many schools now have multiple-channel equipment in the shorthand laboratory, and the business teacher education graduate should be prepared to use this valuable tool in meeting individual student needs. The key to the successful use of this type of equipment is the programming of each channel by the teacher, not the equipment itself. Very detailed planning is required in order to assure that every student participates in the kind of activity needed to build her/his skill. An excellent monograph

related to the use of multiple-channel equipment and the preparation of teaching materials to use with the equipment is available at no charge. This monograph is listed in the next section of this guide.

--Dr. Arnola C. Ownby
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TYPEWRITING

Objectives

The objectives of the instructional program in typewriting are to prepare the student educator to use the necessary tools of content and methodology to promote effective learning. The student educator should:

1. be able to teach the following fundamentals of typewriting:
   a. the strategies for teaching the keyboard, including the letter keyboard, the figure/symbol keyboard, and the service mechanisms.
   b. the strategies for refining typewriting techniques, which includes typing position, keystroking, space bar, carriage return, shift keys, tabulator key, reading/typing response patterns, and mind-set.
   c. the strategies for building speed/control, which includes different approaches to building basic skill and various levels of practice.
   d. the strategies for the proper use of demonstrations, direct dictation, unison typing, repetitive practice, spurt writings, specialized drills, and guided writings.
   e. the strategies for identifying various typewriting skill problems (such as floating capitals, shadowed letters, etc.) and making suggestions for correction.
   f. the strategies for building problem/production skills, which includes organizing a learning sequence, the relationship of basic skill to production competence, and psychological conditions of problem skill building.
2. be knowledgeable concerning the psychological and physiological principles necessary to effectively develop typewriting skills.
3. be competently able to identify the objective of the typewriting course--general education, personal, or vocational--and develop a suitable course that will meet the stated objectives.
4. know various strategies for evaluating student performance, including such areas as the purpose of evaluation, what should be evaluated, performance goals and standards, the differences in evaluating straight copy, and business attitudes of work habits.
5. be competently able to recommend or select equipment suitable for the purposes of the typewriting course.
6. be competently able to demonstrate the various techniques needed to develop a proficient typewriting skill.
7. be competently able to use effective methodology in teaching both typewriting language and typewriting skill.
8. be competently able to incorporate selected community goals and activities into the teaching of typewriting.
9. be competently able to relate the importance of typewriting as a universal communications skill.

--Dr. Joe Anna Hibler
Southwestern Oklahoma State University

METHODS OF TEACHING TYPEWRITING

The graduate of a business teacher education program who has prepared to teach in the area of typewriting should possess the following skills and competencies:

1. an understanding of the psychological principles of learning a perceptual-motor skill;
2. the ability to establish reasonable performance goals stated in observable and measurable terms for each grading period in the typewriting course;
3. the ability to select appropriate materials of instruction and apply appropriate practice conditions to those materials;
4. the ability to provide an atmosphere that will encourage the learner to develop to his fullest potential without undue pressure;
5. the ability to plan a program of daily learning activities to meet specific needs and desired outcomes;
6. knowledge of various audio-visual teaching aids and materials, and the ability to use these teaching/learning devices with proficiency;
7. knowledge of various teaching methods or approaches; and
8. knowledge of various evaluative measures of typewriting performance and achievement.

METHODS OF INSTRUCTION

Demonstration Method

The demonstration method is one in which the teacher's primary responsibility is showing the students how various response patterns are made. The student's responsibility lies in imitating the response patterns of the teacher. The teacher demonstrates; the students imitate. Skill in typewriting is developed when the teacher provides a good model which the learner can imitate. Correct movement patterns must be imitated, refined, and practiced again and again until they are finally mastered. (Russon and Wanous, pp. 130-146)

Apprenticeship Method

This method is an adaptation of the demonstration method. The essential difference is that students learn through the process of comparison. The elements of demonstration and imitation are largely obscured. The teacher takes the role of the master craftsman; the students learn by working with the teacher and by comparing their work with that produced by him. The teacher must provide adequate opportunity for the students to compare their work with that produced by him and to compare their procedure with his. Students must be encouraged and permitted to evaluate their work on the basis of the comparisons they make. (Russon and Wanous, pp. 130-146)

Problem-Solving Method

The problem-solving method involves the student in developing concepts and judgments relative to the arrangement of copy, consistent style, and other cognitive information. It engages the learner in solving a series of progressively more difficult problems with the aim in mind of having him discover proper solutions to them. This method begins with the assumption that the learner has acquired the techniques and principles needed. It ends in the demonstration that he can solve new kinds of problems. (Russon and Wanous, pp. 130-146)

SPECIFIC TEACHING TECHNIQUES

Russon and Wanous say that the best teaching approach for beginning typewriting is that which best teaches the student to typewrite. The student should be able to type with good techniques; with quick, economical motions; and with control at the end of his typewriting course.

Accuracy Approach

The traditional approach is to emphasize accuracy of copy first on the assumption that it is easier to speed up stroking than to correct errors. This approach sets a limit on the number of errors allowed in the typewritten copy from the very beginning of instruction. The traditional penalty of 10 words for each error is made on any timed straight-copy writing. (Erickson, p. 14, S. W. Monograph 117)

Speed Approach

The speed approach usually means that the teacher says nothing about errors nor is any mention made of technique at the typewriter. The teacher using this approach puts forth great effort to force speed; however, students are not shown how to increase their typewriting speed. (Erickson, p. 14, S. W. Monograph 117)

Technique Approach

In technique training at the typewriter, the motion patterns that students use are refined progressively throughout the skill-learning program. Good typing form develops as the training progresses. Skillful technique is the best guarantee of combined speed and accuracy. In order to be trained efficiently, students must be guided progressively through a series of movements of head, eye, arm, hand, and finger sequences which culminate in the movements or motion patterns they are expected to use in typewriting. (Erickson, p. 14, S. W. Monograph 117)

KINDS OF TYPEWRITING EVALUATION

Technique development, basic skill performance, and problem and production typing ability are the three factors considered in appraising student achievement in typewriting. The importance and time spent on these factors may vary from one grading period to the next. It is important that the weight assigned to a factor parallel the importance of and emphasis on that factor during any given semester of typewriting instruction.

Evaluating Technique Development

Attention to proper techniques is generally emphasized in the early stages of skill development. Technique evaluation should be done by the teacher through observation of the student at work. A technique check sheet and a point system may be used for grading purposes. Erickson suggests that it is a good idea to observe and grade all students on a specific technique during one interval of the class period.

Evaluating Basic Skill

Basic skill in typewriting is evaluated by having students type three-, five-, or ten-minute timed writings. Straight copy tests from the textbook or other published sources are used for this purpose. Scoring methods for timed writings should provide as much information as possible to the student and teacher in formulating plans for future practice. The scoring method should be fair to the student and understood by him. It should reflect his advancement toward a goal and act as an incentive to improvement. The method should also provide a quick, easy means for the student to determine his score.

Gross Words a Minute (GWAM). According to this method, the number of standard five-stroke words typed is divided by the number of minutes in the writing. No deduction is made for errors. Errors are merely circled, and the total errors made on a wrtting, as well as the GWAM, are reported. This method may be combined with a gradually reduced error limit. The practice of establishing error limits or tolerance acts as a warning to students to type with some concern for errors without the inhibiting fear of penalty for allowable errors. No error limit should be imposed during the first 10 to 12 weeks of typewriting instruction. (Wanous, pp. 83-85, S. W. Monograph 117)

GWAM with Percentage Accuracy. In this method of measuring basic skill, two scores are reported. One represents the gross rate a minute; the other, the percentage of accuracy made on the writing. The total errors made are deducted from the total words typed, and the difference is divided by the total word count. This method allows a student typing 80 words a minute to make twice as many errors as a student typing 40 words a minute and still achieve the same percentage of accuracy. When using this method, it is desirable to have percentage-of-accuracy tables available for each student. (Wanous, pp. 83-85, S. W. Monograph 117)

Correct Words a Minute (CWAM). When this method is used, words in which errors have been made are deducted from the total words typed. No credit is given for inaccurately typed words. The words typed accurately are then divided by the time of the writing to give correct words a minute. (Wanous, pp. 83-85, S. W. Monograph 117)

Words a Minute (WAM) with Error Cutoff. This method sets the maximum number of errors that can be made on a writing. The students who stay within the maximum error allowance get credit for all words typed. Those who don't can count only the words that were typed before the maximum error tolerance was exceeded. No penalty is assessed per error, and the rate is calculated by dividing the total time of the writing in minutes into the number of words typed before the error limit was exceeded. (Wanous, pp. 83-85, S. W. Monograph No. 117).

Net Words a Minute (NWAM). In this method of scoring timed writings, 10 words are deducted from the gross words typed for each error made by the typist. The assumption is made that the 10-word penalty charged for each error approximates the loss in rate that would be sustained by a student is he erased and corrected the error. It is also assumed that this 10-word penalty will discourage students from making an excessive number of errors. (Wanous, pp. 83-85, S. W. Monograph 117)

SPECIFIC TEACHING TECHNIQUES

Russon and Wanous say that the best teaching approach for beginning typewriting is that which best teaches the student to typewrite. The student should be able to type with good techniques; with quick, economical motions; and with control at the end of his typewriting course.

Accuracy Approach

The traditional approach is to emphasize accuracy of copy first on the assumption that it is easier to speed up stroking than to correct errors. This approach sets a limit on the number of errors allowed in the typewritten copy from the very beginning of instruction. The traditional penalty of 10 words for each error is made on any timed straight-copy writing. (Erickson, p. 14, S. W. Monograph 117)

Speed Approach

The speed approach usually means that the teacher says nothing about errors nor is any mention made of technique at the typewriter. The teacher using this approach puts forth great effort to force speed; however, students are not shown how to increase their typewriting speed. (Erickson, p. 14, S. W. Monograph 117)

Technique Approach

In technique training at the typewriter, the motion patterns that students use are refined progressively throughout the skill-learning program. Good typing form develops as the training progresses. Skillful technique is the best guarantee of combined speed and accuracy. In order to be trained efficiently, students must be guided progressively through a series of movements of head, eye, arm, hand, and finger sequences which culminate in the movements or motion patterns they are expected to use in typewriting. (Erickson, p. 14, S. W. Monograph 117)

KINDS OF TYPEWRITING EVALUATION

Technique development, basic skill performance, and problem and production typing ability are the three factors considered in appraising student achievement in typewriting. The importance and time spent on these factors may vary from one grading period to the next. It is important that the weight assigned to a factor parallel the importance of and emphasis on that factor during any given semester of typewriting instruction.

Evaluating Technique Development

Attention to proper techniques is generally emphasized in the early stages of skill development. Technique evaluation should be done by the teacher through observation of the student at work. A technique check sheet and a point system may be used for grading purposes. Erickson suggests that it is a good idea to observe and grade all students on a specific technique during one interval of the class period.

Evaluating Basic Skill

Basic skill in typewriting is evaluated by having students type three-, five-, or ten-minute timed writings. Straight copy tests from the textbook or other published sources are used for this purpose. Scoring methods for timed writings should provide as much information as possible to the student and teacher in formulating plans for future practice. The scoring method should be fair to the student and understood by him. It should reflect his advancement toward a goal and act as an incentive to improvement. The method should also provide a quick, easy means for the student to determine his score.

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Mailable Words a Minute (MWAM). This method penalizes a typist for an error by the time it takes him to correct it. Through extensive research Balsley found that it took 26 seconds to make a correction when a carbon copy is not used. The student can determine his MWAM rate simply by adding 26 seconds for each error to the time of the writing. The total words typed and then divided by the length of the timed writing plus 26 seconds for each error made. (Wanous, pp. 84-86 S. W. Monograph 117)

Net Performance Rate (NPR). Net performance rate is the rate obtained on a straight-copy timed writing when errors are erased and corrected. No penalty is charged for corrected errors, except for the time that is lost in erasing and correcting them. A penalty is charged, however, for uncorrected errors; and it is usually higher than 10 words an error. (Wanous, pp. 84-86, S. W. Monograph 117)

Evaluating Problem and Production Typing Ability

Production timed writings involve the typing of business letters, envelopes, rough drafts, manuscripts, tables, and business forms. These timed writings should build and improve production skill and measure the level of achievement in turning out office-type copy as a basis for assigning grades and of assessing employability. (Russon and Wanous, pp. 33-34)

Gross Production Rate a Minute (G-PRAM). In this method of measuring production typing, all words typed during the test are divided by the length of the test. Both typographical and form errors are noted, but no deduction is made for them so far as the rate is concerned. This method stresses the importance of good stroking and machine operation techniques in typing problem copy. This method is a good teaching device and should be used in the early stages of production work. (Russon and Wanous, pp. 33-34)

Net Production Rate a Minute (N-PRAM). When using this method, errors must be erased and corrected and a penalty deducted for each uncorrected error. The words typed are totaled, a deduction is made for uncorrected errors, and the remaining words are divided by the time of the test. (Russon and Wanous, pp. 33-34)

Mailable Papers an Hour. The student may count only the mailable papers he is able to turn out in a given amount of time. This method most nearly approximates the method used to evaluate a typist's output in an office. For grading purposes, a minimum standard could be set which all members of the class would be expected to meet, and then bonus grades could be allotted to those who were able to surpass the standard. (Russon and Wanous, pp. 33-34)

Production Words a Minute (PWAM). This method of scoring production materials requires the use of specially constructed problem copy. This copy is equated by the application of a set of rules to various types of business reports and papers. Five keystrokes are counted as one word, but the count is increased by five strokes for each use of the tabulator, by 40 strokes for inserting a new sheet of paper into the machine, by three strokes for each stroke in the heading to be centered, and by five strokes for each extra carriage return. Other operations carry a variety of similar adjustments in the stroke count. The score is found by dividing the time of the test into the total word count. (Russon and Wanous, pp. 33-34)

MOTIVATION

T. James Crawford says that motivation means encouraging the student to want to learn. The teacher of typewriting will motivate his students best by contributing to their feeling of success. Motivation may be either intrinsic or extrinsic. West says that intrinsic motivation is satisfaction with the task as evidenced by willingness and eagerness to engage in the task for its own sake. Russon and Wanous say that a student who is intrinsically motivated will try to improve his score in typewriting by competing with his own past performance. Extrinsic motivation involves the use of external incentives such as prizes, certificates, and praise. Some motivating devices are harmful and should not be used. These include sarcasm, failing grades, and honor rolls where only the best typists win and all others lose. (Crawford, p. 36, S. W. Monograph 117)

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BASIC BUSINESS

Objectives

The objectives of the instructional program in basic business are to give the student educator sufficient information and experiences to enable him to formulate his own specific teaching methods, approaches, and techniques when he teaches in the basic business area in the secondary school.

An attempt is made to answer these broad questions:

1. What is the basic business area?
2. What is the subject matter of basic business?
3. How is basic business taught?
4. How is basic business evaluated?

The student educator should:

1. be able to teach in the subject matter area of courses identified as the basic business area. These subject-matter courses are: general business, consumer education, economics, economic geography, business law, business organization, and advanced or senior business training.
2. have a solid concept that basic business courses are for all students, not just those with vocational objectives in the field of business--they are intended for everyone who wishes to study them.
3. have background and competency in and understanding of the subject material basic to the presentation of the twofold purpose of basic business:
   a. The primary goal of basic business courses is to develop economic understandings.
4. in view of the twofold purpose of business:
   a. be able to develop in the secondary level student a knowledge of those business activities which affect everyone regardless of economic status.
   b. be able to develop in the secondary level student an ability to improve his competency as a consumer of business activities.
   c. be able to develop in the secondary level student an understanding of the economic concepts under which our free enterprise system works.
   d. be able to develop in the secondary level student certain attitudes and appreciations with respect to our free enterprise economy.
5. have a thorough understanding of how learning takes place and be able to adapt the principles of learning to specific learning activities in the basic business classroom.
6. be familiar with effective basic business teaching methods and procedures (learning is an active process; problem-solving approach; etc.) including the effective use of texts, workbooks, instructional media, programmed learning materials, posters, and teaching materials that aid in the effective teaching of basic business.
7. be acquainted with the vast potential of effective learning experiences available from community resources and how to effectively appropriate these resources.
8. be able to integrate the selected community goals of the high school curriculum into the teaching of basic business including such character traits in the affective domain as respect for authority and good citizenship characteristics.
9. be able to utilize effective evaluation techniques including construction of appropriate tests, examinations, and other evaluation instruments appropriate to the basic business area.
10. be able to assist the secondary level students in the exploration of business areas relative to career choices.

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METHODS OF TEACHING CONSUMER ECONOMICS

The material in this section will be divided into three major sections: (1) objectives, (2) teaching methods, and (3) sources of materials.

Objectives

The need for preparing people to be wise consumers is probably as old as business activity itself. Today, however, the need for preparing people to be wise consumers is greater than it ever has been. For one thing, our modern market is complex. The consumer and producer are separated by an intricate market system. Not only does the consumer not know the producer of the goods he buys, but he frequently does not even know the merchant from whom he buys them.

Technological advances and improved transportation facilities have brought about a great variety of products, and this means better living. It also means more confusion. New foods, new fabrics, new appliances, new products of every kind make consuming wisely exceedingly difficult. Then, too, manufacturers and suppliers of goods use selling techniques that have been developed so efficiently that many of us have difficulty buying wisely.

What then should be the objectives of consumer economics? The cornerstone of any consumer economics course should be the following five objectives:

1. Money Management. Learning how to keep accurate records and to maintain budgets is essential if the student is to learn to be a good consumer. Training in money management emphasizes the importance of deciding on one's goals and priorities. Students learn to manage their personal resources and to use credit wisely. Although learning to devise and use budget forms is part of the learning experience, it is important to remember that these forms and methods are a means to an end, rather than ends in themselves.

2. Buymanship. Training in buymanship is necessary to equip the student to use his money, his time, and his energy to yield the greatest possible satisfaction. Thus, students learn how to select clothing, food, housing, and other items. The objective here is not just to arrive at a decision about what brand of product is best, but what place a product is going to have in a student's life.

3. Social Goals. Consumers must be aware of the broad consequences of their acts as consumers. Although consumers have certain basic rights, they also have responsibilities. When a consumer spends money, he is casting economic votes. When he knowingly buys inferior merchandise, he is in effect casting a vote for the continuance of such merchandise. When he knowingly buys from an unethical merchant, he is casting a vote for that unethical merchant to remain in business.

   Consumers also have a responsibility to be honest in all their dealings with businessmen. Price tag switching, abusing the privilege of returning goods, and other such practices are dishonest and indirectly harm all other consumers.

4. The Role of Government. Responsibility for protecting consumers is divided among many agencies through the government. For example, there are more than 70 different agencies in the federal govennment that provide some sort of direct or indirect service to consumers. Enlightened consumers should be aware of such things as the protection afforded consumers by the Federal Trade Cmmmission, the Food and Drug Administration, the Department of Agriculture, and other such agencies. In addition, consumers need to be aware of attitudes toward the expansion of such programs as Social Security. The study of taxes is also essential in a good consumer economics program.

5. Current Consumer Issues and Problems. An understanding of current consumer issues is necessary for good citizenship. The number of consumer organizations throughout the country has been increasing during the past two or three decades, and students need an understanding of the role these organizations play in our economy.

TEACHING PROCEDURES

Using the community as a learning laboratory is certainly possible in consumer economics. Students can be assigned projects (or better still, they can search out their own learning projects) in the marketplace. The learning opportunities available are limited only by the imagination of the teacher and the learners.

Centered in the following paragraphs are teaching procedures that illustrate the teaching ideas that can be used in consumer economics classes.

1. Some teachers have reported that the preparation and publication of a consumer handbook is a useful, long-term project for a consumer economics class. This handbook could provide consumer information which is important to consumers in the student's community. It could include sections containing dates of annual sales events, sources of consumer information, how to make a complaint effectively, and sources of assistance for various kinds of complaints.

2. Involving students by directing them to conduct consumer-opinion surveys has proved meaningful in many schools. Students have aided consumer protection agencies in some localities by surveying homes to determine whether or not the household has on hand toys listed on the banned toy list published by the Consumer Products Safety Commission. Making price comparisons in supermarkets teaches students a great deal about pricing policies and practices in the marketplace.

3. Simulation-type activities can be used effectively in consumer economics classes. For example, students can be assigned the task of planning a stock investment program based on a certain sum of money such as $25,000 or $50,000. The Wall Street Journal and a variety of other periodicals and pamphlets that will aid the student in choosing stocks can be provided. Rules should be set up in advance. For example, students might be required to diversify their holdings by investing in at least four different types of industries and at least six different corporations. At the end of a certain period (such as six months) the students should report on their earnings or losses.

4. Resource people from the community can be invited to visit the class to discuss with students current economic problems. Representatives from consumer groups, consumer protection agencies of government, and businessmen have valuable advice and information for students.

SOURCES OF MATERIALS

More textbooks are becoming available for consumer classes. As consumer economics continues to become more popular, new textbooks will certainly appear.

Many consumer educators advocate that classes make liberal use of the plethora of consumer reading materials now available. Several excellent "readings" books for college consumer classes have been published in the past five or six years. Then, too, scores of paperback books on a variety of consumer topics have been published recently. Many of these books could be read profitably by secondary school students as well as college students. The consumer information now published in newspapers has increased in volume and has improved in quality since the advent of consumer journalists. Add this daily reading to the consumer magazines and the consumer articles in other magazines and one has ample material to make a course interesting, current, and relevant.

Business firms, too, publish material for consumer classes. Retailers want to help consumers do a better job of buying from retailers. Insurance companies want to help consumers with their job of buying

insurance. Business firms also make available learning aids, such as film strips and films. Oil companies pay for the production of films designed to give consumers help in deciding whether or not the profits of oil companies are excessive. The issue facing consumer educators is whether the many materials available are worthy of use in the classroom. To date, relatively little current formal evaluation has been done on industry-sponsored materials. Some of the material is biased; some of the material is not. Some of the material is mediocre; some of the material is excellent. Teachers should examine the free materials offered to them before they use them in their classrooms.

A number of sources of up-to-date information on consumer affairs are available:

Selected U.S. Government Publications is published twice monthly and lists new United States government publications. The list includes new consumer information publications and reports of studies and research. There is no charge. This publication is available from the Superintendent of Documents, U.S. Government Printing Office, Box 1821, Washington, D.C. 20013

Consumer Alert is a monthly newsletter published by the Federal Trade Commission and reports on current FTC activities, programs, and decisions. There is no charge. This publication is available from the Division of Consumer Education, Bureau of Consumer Protection, Federal Trade Commission, Washington, D.C. 20580.

Federal Trade Commission News Summary is a biweekly newsletter with information on current FTC actions, complaints, and consent orders, drawn from FTC news releases. There is no charge. This publication is available from the Office of Public Information, Federal Trade Commission, Washington, D.C. 20580.

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METHODS OF TEACHING GENERAL BUSINESS

General Business is an important and basic course in the business education curriculum. The material which follows outlines some basic objectives, teaching strategies, and materials for the course general business.

Objectives

The major objective of general business is to promote economic understanding. Additional important objectives for general business are (1) the development of an appreciation for the American way of business organization and operation and (2) the development of an awareness of the career opportunities and possibilities for advancement in the world of business.

METHODS OF INSTRUCTION

Teaching is a combination of material, theory, application, and evaluation. Perhaps there is no best method for teaching general business, but preparation of an instructional plan and appropriate strategy is a basic and important first step. The design of an appropriate teaching strategy is learned and adjusted constantly as the material and class members change. The material which follows contains some methods for teaching general business which can be considered when designing the general business course.

Lecture. The lecture is a common method of instruction in general business. The successful lecture is dependent upon whether the teacher has mastered the art of skillful presentation. Skills in lecturing can be improved and extensive and detailed steps and processes are included in many of the text books list under Part V.

Discussion. Skill in monitoring a class discussion should be an integral part of the business education student's professional preparation. Effective discussions do not just happen and care must be exercised to minimize drifting of direction, domination of speakers, or stifled remarks due to excessive teacher domination.

Resource People. The reinforcement of material through testimonials or reality counseling is most often accomplished through the use of guest speakers. The subjecting of a captured audience to any type of limited and directional exposure should be carefully designed so as to protect the freedom of choice and intelligent application of critical analysis to products, companies, and career fields. Extreme care should be given to developing a skill in delimiting and tailoring speaker remarks strictly to reinforce the material being taught.

Field Trips. The field trip should be an integral part of the instructional strategies in general business. The learning which is eminent from exposure to the real world or work must be carefully planned prior to the visit so as to not place learning into an incidental category rather than an instructional category.

Current Events. New items and articles which relate the need for careful articulation of things academic to things which are real should be used in the teaching of general business. The learning generated from current events should be objectively defined by the teacher and the direction of the current events discussion should be flexibly monitored by the teacher. The business education graduate should have exposure to teaching business concepts through current events.

Panel. The incorporating of a panel discussion in general business depends on a careful analysis of the make-up of the group, the suitability of the topic, and the basic core of knowledge which panelists possess. Panel discussions should be carefully designed, outlined, and directed to ensure that learning takes place. Failure to carefully analyze the overall effects and usefulness of the panel discussion can subject the class to an exchange of thoughts with little or no educational value.

Projects and Notebooks. Care must be demonstrated in the assignment of projects and notebooks to ensure that they are indeed an educational experience and not just a busywork type of activity. The design, content, and format of a project must be explicitly communicated to provide direction and minimize confusion.

Committees. The committee can be an effective and refreshing mode of instruction in general business classrooms. Care must be given to the scope and direction of a committee's topic. Guidelines concerning the responsibilities of the committee chairman, the committee members, and the remaining class members must be determined and communicated to the student.

USE OF TEACHING MATERIALS

The selection of materials to use in supplementing instruction is an important teaching activity. Some of the materials which may be used are contained in the following paragraphs.

Workbooks. The general business workbook can be a valuable teaching aid. The business education teacher must be able to determine the questions and activities which lend themselves to workbook utilization. The ability of the class members, the complexity of the workbook material, and the absence or presence of additional teaching materials must be determined before deciding on the instructional materials to be used. The graduate of a business education program must have exposure to the benefits and disadvantages of workbook use in general business.

Forms and Illustrations. The inclusion of actual business forms and illustrations in general business is in the best interests of career education and should be an integral part of the instructional sequence. Using and rotating forms to avoid monotony and undue exposure to companies and products should be an important consideration prior to deciding on the forms and illustrations to be used.

Examinations. Instruction in general business is directed and evaluated by systematic application of examination procedures. The advantages and disadvantages of a standard examination or a "teacher prepared" examination or a "combination" should be included in the business teaching education program.

Quizzes. The quiz over previously presented or assigned material is often an unpopular educational technique. The graduate of a business education program should be exposed to the purpose, need, and skillful application of quizzing.

Written Problems. Questions and problems which appear at the close of a chapter or unit should be assigned to enhance or reinforce learning which has been identified for that particular chapter or unit. Graduates of business teacher education programs must realize that assigning all the questions all of the time or none of the questions none of the time are both lacking in planning and direction. Skill in assigning appropriate written problems should be developed in teacher education programs.

Bulletin Boards, Posters, and Flannel Boards. The business education classroom can be an interesting and exciting place for the students and the teacher. The use of graphs, posters, exhibits, bulletin boards, flannel boards, and the chalkboard makes the instruction more meaningful and increases motivation.

MOTIVATIONAL DEVICES

Initiating and maintaining motivation in general business is a challenging and somewhat difficult task. Effective motivation techniques such as those which follow can be learned and improved.

Grades. Business education teachers realize that grades are motivational buffers for achievement. The business education graduate must have exposure to grading techniques which could include such things as: grading scales, achievement expectations, appropriate time allocations, pass-fail grading, mastery learning, appropriate record keeping, adjustment of expectations, and maintenance of standards.

Audio-Visual Tapes. The teaching-learning process can be enhanced through application of audio and audio-visual tapes. The business education graduate must learn how to prepare and use audio and audio-visual tapes and more importantly when to use this mode for maximum results.

Overhead, Opaque, and 16 MM Projectors. The business teacher must have a working skill in the operation of commonly used equipment such as the overhead, opaque, and 16 MM projectors. Training in the proper use of equipment will assist in improving classroom instruction and will encourage the use of this equipment rather than non-use due to inadequate exposure to proper applications and techniques.

Films. The use of films for instructional purposes is highly motivational and highly encouraged. The intelligent use of films involves preview and idea screening so as to allow for maximum forceful learning.

Individualized Instruction. Business education teachers realize that students learn at different rates and retain quite different levels of material comprehension. Individualized instruction techniques should be applied to the learning activities in general business. The business education graduate must be aware of the individualized instruction possibilities and drawbacks.

Simulation and Gaming. The application of simulation and gaming techniques to the instructional process in business education is highly motivational and an excellent change of pace which when properly

applied retains educational quality and direction. Skill in applying simulation and gaming techniques must be learned to protect the direction of learning when utilizing this mode of instruction.

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